Program Review

Section 1: Introduction

Organization and Program Information

Name of the organization: **Northeastern University**

URL for the organization: **http://www.northeastern.edu/**

Proposed degree nomenclature: **Master of Science in Project Management**

Location where the program is to be delivered: **The proposed programs will be offered in the Greater Toronto Area. The exact physical location of the Graduate Campus is still to be determined.**

The person responsible for the Organization Review submission and site visit coordinator:

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Executive Summary

Northeastern University, based in Boston, Massachusetts, is a non-profit, doctorate granting, comprehensive research university seeking the consent of the Ministry of Training, Colleges and Universities to establish a campus in the Greater Toronto Area with an initial portfolio of four graduate degree offerings that align with the needs of the Ontario market, as well as recently stated government policy priorities.

Founded in 1898, Northeastern is a global, experiential, research university built on a tradition of engagement with the world, creating a distinctive approach to education and research. The university offers a comprehensive range of undergraduate and graduate programs leading to degrees through the doctorate in nine colleges and schools, and select advanced degrees at graduate campuses in Charlotte, North Carolina, and Seattle, Washington.

Experiential learning, anchored by our renowned cooperative education program, lies at the heart of academic life at Northeastern. The integration of study and professional experience enables students to put ideas into action, through work, research, international study, and service, in 92 countries around the world. This makes a Northeastern education transformative, with countless opportunities for students to explore their path, discover their passion, and grow intellectually.

As a university where teaching and research are grounded in global engagement, Northeastern’s impact is evidenced in all corners of the world. Our students shape the world through experiential learning opportunities for work, research, study, and service. Our faculty members collaborate with colleagues on campus and on the other side of the world to pursue interdisciplinary research that turns discoveries into practical solutions, with a focus on global challenges in health, security, and sustainability. Our students graduate ready to be engaged citizens of the world and are making a difference in countries around the globe.

Northeastern's faculty scholars pursue use-inspired, interdisciplinary research with a focus on discovering solutions to global challenges in health, security, and sustainability. Our advances in cybersecurity, drug discovery and delivery,

healthcare delivery and policy, infrastructure resilience, and urban sustainability are characterized by global collaborations with industry, government, and other academic institutions. The university is home to more than 30 federally funded research centers.

Northeastern's two graduate campuses offer advanced degree programs responsive to regional educational, workforce, and economic development needs. Our faculty teach in flexible hybrid and online formats to meet the needs of working professionals. The graduate campuses also promote research partnerships with industry, government, and academic institutions.

In order to continue to grow our global network, Northeastern University has identified Toronto, Ontario as the location for its first international graduate campus. Northeastern recognizes the cultural and economic diversity of the Greater Toronto Area, the Province's commitment to providing quality and innovative educational options to its community, and the opportunity to join and contribute to a thriving and accomplished network of established public and private universities. Northeastern is committed to providing highly specialized career-focused graduate programs that are designed to accommodate the complex lives of motivated working professionals. After a comprehensive assessment of the current degree offerings in the Province of Ontario, and the goals and needs of working professionals and industry leaders, Northeastern has identified four graduate programs to offer the Greater Toronto Area community: Regulatory Affairs for Drugs, Biologics and Medical Devices; Project Management; Health Informatics; and Information Assurance. Our programs will be offered in a variety of innovative delivery formats, including online, hybrid, and on the ground, and taught by Northeastern's accomplished faculty who are industry leaders, as well as academic researchers and scholars. The result is an educational experience founded on proven scholarship, strengthened with practical application, and sustained by academic excellence.

Program Abstract

The establishment of a graduate campus in the Greater Toronto Area aligns with Northeastern's long-standing tradition of coupling academic and real world, industry relevant learning outcomes. Northeastern University offers a comprehensive portfolio of graduate programs, including interdisciplinary studies that are highly responsive to industry needs. From certificates to graduate degree work, Northeastern's academic portfolio encompasses a broad range of professional and academic disciplines.

Northeastern University and its academic programs are organized around its mission to educate students for a life of fulfillment and accomplishment and to create and translate knowledge to meet global and societal needs. The university is committed to educating students using an educational model that interweaves the theoretical and the applied through work-integrated learning opportunities, aimed at connecting students' experiences in the classroom with practice-oriented experiences in real-world environments.

Northeastern has devoted significant resources and made new investments in graduate education, including the appointment of a full-time Vice Provost for Graduate Education, with accompanying staff, and funding to deliver graduate programs and assist in the recruitment of students. This unit is resourced and tasked with assessing demand and identifying prospective students who might benefit from Northeastern's academic program offerings.

Proposed Graduate Degree Programs

- Master of Science in Regulatory Affairs for Drugs, Biologics, and Medical Devices
- Master of Science in Information Assurance
- Master of Science in Project Management
- Master of Science in Health Informatics

The portfolio proposal for the Greater Toronto Area is comprised of disciplines that are both focused on professional preparation, and characteristically international in their approach. The proposed portfolio reflects Northeastern's century-old mission, and vision, as well as responds to the charge of the *Post-secondary Education and Choice and Excellence*

Act, 2000, Ontario. Northeastern's proposed portfolio is constructed to address the goals of the Ontario Ministry of Training Colleges and Universities: *to recognize that the province's prosperity and the future prosperity of our students depends on high-quality and relevant educational programs where and when students need them; to broaden Ontario's approach to ensuring that postsecondary students of all ages have a full range of educational choices; and to respond to the changing needs of students and working adults with degree programs that continue the Ontario tradition of excellence.*

Northeastern graduate programs are grounded in disciplines responsive to the emerging needs of the Ontario workforce, and serve as a complement to the rich higher education landscape presently in place. The university's tailored portfolio is responsive to both local and global demands, focusing on emerging areas of study, scholarship and research. Degree offerings in the Greater Toronto Area are designed to educate and train next-generation leadership in these fields, responding to the regional demands of both employers and the workforce. The establishment of a graduate campus in the Greater Toronto Area expands the availability of graduate level degree offerings to the residents of Ontario, provides opportunities to advance careers, and increases knowledge capital while striving to meet growing workforce demands.

Master of Science in Project Management

The Master of Science in Project Management degree program addresses every phase of this essential business discipline. These include project definition, cost and risk estimation, scheduling, budget management, negotiation and conflict resolution, and project presentation and evaluation. This master's degree program also draws on real-world case studies to demonstrate techniques and tools for managing long- and short-term projects successfully and economically.

Program Objectives:

- Understand how to simultaneously manage multiple and interrelated projects
- Implement enterprise-level project portfolio management (PPM) in order to meet an organization's strategic business goals
- Avoid common project management pitfalls that may cause delays, cost overruns, or other problems
- Develop reliable metrics for measuring and reporting project performance

In addition to the core project management courses, the program offers specialization tracks that allow students to extend their knowledge in areas of their own choosing. Examples include information technology project management, risk management, and understanding projects from an organizational and financial perspective.

<u>Market Demand</u>

Increasing Industry Demand:

- By 2020, there is a projected demand for some 582,000 new project management jobs in Canada according to a Project Management Institute Talent Gap Report.[1]

- A Conference Board of Canada report titled "The Need to Make Skills Work: the Cost of Ontario's Skills Gap" found that Project Management and Supervision was among its top 20 occupations that employers expect to have difficulty filling, ranking 9th on the list.[2]

- Similarly, an Accenture report "Solving Canada's Skills Gap Challenges: What Businesses can do Now" listed Project Management as a top skill set that Canadian business executives identified as most needed by their company, ranking 4th (tied) of 10 top skill sets identified. 41% of respondents from this survey were from Ontario.[3]

- According to a submission to the government of Canada regarding maintaining Canada's ICT competitiveness, traditional non-specialized jobs in information technology have become

> commoditized and are easily transferred offshore. By contrast, highly sophisticated skills, such as information technology project management, have become localized, and are increasingly in high demand. In order to fill these high-demand positions, however, employers are seeking workers with a wide range of hybrid skills, including a combination of technical and business skills.[4]

1: http://www.pmi.org/~/media/PDF/Business-Solutions/PMIProjectManagementSkillsGapReport.ashx
2: http://www.collegesontario.org/Need_to_Make_Skills_Work_Report_June_2013.pdf
3: http://www.accenture.com/SiteCollectionDocuments/Local_Canada/PDF/Accenture-Solving-Canada-Skills-Gap-Challenges-What-Businesses-Can-Do-Now.pdf
4: https://www.ic.gc.ca/eic/site/028.nsf/eng/00342.html

Market Supply

Despite existing non-degree programs in Project Management, there is an unmet need for a Project Management degree at the graduate level. Existing programs are largely generalist certificates, and do not offer the highly specialized training required to fill the growing skills gap in project management.

Section 2: Degree Level

The Master of Science in Project Management program is designed for individuals with an undergraduate degree and at least 1-3 years of project management experience.

As companies seek to improve productivity and effectiveness, project managers are in high demand—not only in the U.S., but also around the world. According to the Project Management Institute (PMI), a shortage of 6 million skilled project professionals is expected in the Persian Gulf and China Sea regions alone by the year 2013. Pay is also on the rise. According to the PMI Project Management Salary Survey, the average compensation for a U.S. project management practitioner is $101,505.

Learning Outcomes

At the end of this program, students will have the opportunity to develop the knowledge and skill necessary to:

- Effectively lead and manage multiple, sometimes interrelated, complex projects while avoiding common project management pitfalls.
- Manage project risk, quality, and performance while effectively communicating with all project stakeholders.
- Implement an enterprise-level project portfolio management (PPM) program based upon an organization's strategic business goals
- Understand the need for ethics and social responsibility in the practice of project management as outlined in the PMI Code of Ethics.

While students in this program hail from a variety of industries, typical job titles include:

- Team leader
- Project manager
- Project leader
- Manager

In each course, student assignments are given that assess a student's mastery of the course specific learning outcomes. The courses are designed to provide students with a mature understanding of all aspects of project management, preparing them for success in the program's capstone course. During the capstone course, students develop an integrated project plan requiring them to integrate all previous areas of learning using a project case study. By developing this integrated project plan, we are able to assess a student's competencies at the terminal stage of the program.

Section 3: Admission, Promotion and Graduation

Admissions - Master of Science in Project Management

Below are the official Admissions Requirements for this program, which is administered by the College of Professional Studies (CPS):

- **Online application**
- **Statement of purpose** (500-1000 words): identifying your educational goals and expectations from the program; please be aware that the University's academic policy on plagiarism applies to applicant's statement of purpose
- **Professional resume:** Current resume that displays job responsibilities, relevant experience, and education history
- **Two letters of recommendation:** from individual(s) with either academic or professional knowledge of your capabilities, such as a faculty member, current employer, mentor, or colleague
- **Official undergraduate degree documentation**
- **Proof of English language proficiency:** ONLY for students for whom English is not their primary language: English language proficiency guidelines

For general admissions information, see Graduate Admissions http://www.northeastern.edu/graduate/

All requirements for admission must be received prior to review.

Calculating Grade Point Average (GPA)

An explanation of how Northeastern University calculates GPA appears on page 28 of the 2013-2014 Graduate Catalog:

GPA

Numerical equivalents for scholastic averages are weighted according to the number of hours the course carries. For example, suppose a student receives a grade of B in a course carrying 4 semester hours and a grade of A in a course carrying 1 semester hour. The weightings for these example courses are as follows:

Grade	Numerical Equivalent	Semester Hours	Weight
B	3.000	4	12
A	4.000	1	4
Totals:		5	16

The GPA for both courses would then be the total weight (16) divided by the total semester hours (5), or 3.200. Grades of I, IP, S, U, and X are not included in the calculation of the GPA. Please see page 27 for a complete list of grades and numerical equivalents.

Please note that this program, along with all others administered by the College of Professional Studies (CPS), is measured in quarter credit hours. And, for an explanation of the Northeastern University grading system, see page 27 of the 2013-2014 Graduate Catalog.

The following academic policies governing successful academic progress are excerpted from the 2013-2014 Graduate Catalog (pages 210-211):

Academic Standing/Progress

The minimum cumulative grade-point average (GPA) that a graduate or doctoral student must maintain is 3.000. This standard and the following section on "Academic Warning, Probation, and Dismissal" apply to all matriculated students regardless of when they began their studies at the College of Professional Studies. Students should review their grades and academic standing at the end of each term through their myNEU account. If there are any discrepancies, students should immediately contact the instructor(s) directly.

Academic Probation and Dismissal

Notations of academic probation appear on the internal record but not on the permanent transcript. A matriculated graduate or doctoral student is on academic probation for low academic performance for the first time if his or her cumulative GPA is below 3.000 after he or she has attempted 6 credits at the College of Professional Studies. At this point, the student is strongly encouraged to consult with his or her designated student success specialist or academic program designee to develop an action plan toward improving his or her academic standing. A student is placed on academic probation for the second time if his or her cumulative GPA is below 3.000 after he or she has attempted 12 credits at the College of Professional Studies. The student is required to consult with his or her designated student success specialist or academic program designee to develop options and provide support and recommendations for services for the student to improve his or her academic standing. Otherwise, a registration hold may be placed on the student's account. A student whose cumulative GPA remains below 3.000 after attempting 18 credits will be academically dismissed. A student who has been academically dismissed is automatically dismissed from his or her major and the college. A student must make consistent satisfactory academic progress toward his or her program. A student who attempts but does not complete credits and earns I (Incomplete), IP (In Progress), NE (Not Enrolled), or W (Course Withdrawal) grades for two or more consecutive terms may be placed on academic probation, which may then result in academic dismissal. A student who wishes to appeal must provide a written statement to the committee within 20 working days (four calendar weeks) of the day after academic standing information is posted to the student's record, typically one to two weeks after the term ends. Students should check their academic progress via their myNEU account at the end of each term.

Reinstatement after Dismissal

A student who is dismissed from College of Professional Studies is not eligible to register again for College of Professional Studies courses until he or she is approved to be reinstated. A student may apply for reinstatement after a minimum of one academic year if he or she can provide documented evidence supporting the application (e.g., completed course(s) with a grade of B or higher at another accredited college during the one-plus year absence). The application must be made in writing by submitting the completed Request for Re-entry form, which can be found at www.cps.neu.edu/student-resources/academic-forms.php, and providing supporting documentation to the Office of Academic and Student Support Services. If reinstatement to the college is approved, a student is expected to meet the most current requirements for program admissions and curriculum. A student approved for reinstatement but who does not meet the admissions requirements for the intended program of study or if the intended program of study is no longer available may apply to another program.

Academic Requirements for Graduation

In order to be eligible for graduation, a student must complete a total of 45 quarter hours, as follows:

<u>Required Courses (21 q.h.)</u>

PJM 5900 Foundations of Project Management 3 q.h.
(This course is required for students who do not have at least two years of professional experience working on projects. This course is only intended for those who are not familiar with professional project work. Students with two years or more of professional project experience should not take this course.)

PJM 6000	Project Management Practices (prerequisite)	3 q.h.
PJM 6910	Capstone (recommended as last course)	3 q.h.

Choose five* of the following courses:

PJM 6005	Project Scope Management	3 q.h.
PJM 6015	Risk Management	3 q.h.
PJM 6025	Project Scheduling and Cost Planning	3 q.h.
PJM 6135	Project Quality Management	3 q.h.
PJM 6140	Managing Troubled Projects	3 q.h.
PJM 6145	Global Project Management	3 q.h.
PJM 6705	Portfolio Management in the Enterprise Environment	3 q.h.

*Students who take PJM 5900 are only required to take four courses in this section.

Elective Courses (9 q.h.)

Choose three of the following courses:

CMN 6015	Introduction to the Digital Era: The Power of Social Media	3 q.h.
CMN 6060	Negotiation, Mediation, and Facilitation	3 q.h.
CMN 6110	Group Dynamics and Interpersonal Conflict: Meeting Management	3 q.h.
LDR 6110	Leading Teams	3 q.h.
LDR 6135	The Ethical Leader	3 q.h.
COP 6940	Personal and Career Development (enrollment into this course requires participation in the cooperative education program)	3 q.h.

Concentrations (15 - 16 q.h.)

Choose one of the following concentrations:

Clinical Trial Design Concentration*

BTC 6211	Validation and Auditing of Clinical Trial Informatics	4 q.h.
BTC 6213	Clinical Trial Design Optimization and Problem Solving	4 q.h.
PMC 6212	Clinical Drug Development Data Analysis: Concepts	4 q.h.
RGA 6210	Strategic Planning and Project Management for Regulatory Affairs	4 q.h.

Construction Management Concentration (online only)*

CMG 6400	Introduction to Construction Management (prerequisite)	4 q.h.
CMG 6402	Alternative Project Delivery Methods and Project Controls	4 q.h.
CMG 6403	Safety, Project Risk, and Quality Management	4 q.h.
LDR 6110	Leading Teams	3 q.h.

Geographic Information Systems Concentration (online only)*

GIS 5101	Introduction to Geographic Information Systems	3 q.h.
GIS 5102	Fundamentals of GIS Analysis	3 q.h.
RMS 5105	Introduction to Remote Sensing	3 q.h.
GIS 5201	Advanced Spatial Analysis	3 q.h.

Choose one of the following courses:

GIS 6340	GIS Customization	3 q.h.
GIS 6350	GIS Management and Implementation	3 q.h.
GIS 6370	Internet-Based GIS	3 q.h.
GIS 6390	Business Applications of Geographic Information Systems	3 q.h.
GIS 6391	Healthcare Applications of Geographic Information Systems	3 q.h.

Information Security Management Concentration*

ITC 6300	Foundations of Information Security	3 q.h.
ITC 6315	Information Security Risk Management	3 q.h.
ITC 6310	Information Security Governance	3 q.h.
ITC 6320	Information Security Technology	3 q.h.
Choose one of the following courses:		
ITC 6305	IT Infrastructure (Systems, Networks, Telecom)	3 q.h.
ITC 6345	Systems and Network Administration	3 q.h.
MIS 6080	Network Security Concepts	4 q.h.
MIS 6082	Network Protection	4 q.h.

Leadership Concentration

LDR 6100	Developing Your Leadership Capability (prerequisite)	3 q.h.
LDR 6110	Leading Teams	3 q.h.
LDR 6120	Creating Leadership Capacity: Developing Bench Strength	3 q.h.
LDR 6140	Developing the Strategic Leader (recommended as last course)	3 q.h.
Choose one of the following courses:		
LDR 6135	The Ethical Leader	3 q.h.
LDR 6125	Managing Organizational Culture	3 q.h.

Organizational Communication Concentration

CMN 6010	Foundations of Organizational Communication	3 q.h.
CMN 6020	Ethical Issues in Organizational Communication	3 q.h.
CMN 6050	Crisis Communication	3 q.h.
CMN 6090	Organizational Culture, Climate, and Communication	3 q.h.
CMN 6110	Group Dynamics and Interpersonal Conflict	3 q.h.

Transfer Credit Policies

The College of Professional Studies (CPS) awards transfer credits for courses successfully completed at regionally and programmatically accredited institutions. The Council for Higher Education Accreditation provides information about the organizations responsible for these two forms of accreditation. Official transcripts from all institutions should be sent directly to the College of Professional Studies Office of Admissions at the time of application. Transfer credits earned at institutions outside of the United States are considered on a case-by-case basis. Students should submit an official English evaluation completed by an approved credential evaluator. Course descriptions and/or syllabi also should be translated into English and submitted to the College of Professional Studies Office of Admissions. Graduate courses will not be evaluated for transfer credit if they were earned to fulfill an academic requirement for a graduate degree program. All graduate transfer credit awards are made on a case-by-case basis at the discretion of the graduate program director. With specified exceptions, a maximum of 8 quarter hours or two courses is allowed as graduate transfer credits toward a graduate degree; a maximum of 4 quarter hours or one course is allowed toward a graduate certificate. Assessment of Prior Learning (APL) credits are not awarded at the graduate level.
In the College of Professional Studies, to be accepted as transfer credit, prior course work must be:

- At the graduate level
- A minimum course grade of B, or 3.000 on a 4.000 scale
- Not be older than seven years

Please see **appendix 3.a** for more information pertaining to Northeastern's transfer credit policy.

Advanced Standing

Though professional experience is an important element of the admissions process for students applying to graduate programs, Northeastern has no advanced standing credit granted to accepted students. Prior professional experience for entering graduate students is part of the admissions assessment, but is separate from students transferring earned credits from another institution.

Section 4: Program Content

Graduate programs at Northeastern rely on the input from faculty, staff, students, alumni and stakeholders from relevant industries. Northeastern's graduate programs employ faculty who are not only qualified instructors, but have experience as leaders in their respective fields. Graduate programs at Northeastern University are not required to have advisory committees, though many have established similar committees to advise programs on curriculum, current industry trends, and what employers are looking for regarding talent acquisition, development and retention.

Advisory Committee

Northeastern has proactively created the following criteria (with the Ontario Postsecondary Education Quality Assessment Board's requirements as a guide) regarding the establishment of an advisory committee for each of the proposed Greater Toronto Area graduate programs. The Advisory Committee outline is as follows:

- Recruit five to seven senior level industry leaders representative of the industry and professional associations
- Ensure committee diversity and global representation
- Create committee mission with goals and objectives for the proposed Greater Toronto Area graduate campus
- Committee meetings held annually
- Committee minutes and annual report assessed as quality measure for the effectiveness of the overall program

If given consent to establish the proposed graduate campus in the Greater Toronto Area, Northeastern will initiate the Advisory Committee for each of the four proposed program offerings.

Professional Accreditation

The Master of Science in Project Management has no professional licensures or professional accrediting bodies associated with the degree or requirements for graduates to practice in the field of project management. The Master of Science in Project Management has been voluntarily accredited by the Global Accreditation Center (GAC) for Project Management.

Professional Accreditation

The Master of Science in Project Management program is **accredited by the Project Management Institute's Global Accreditation Center (GAC)**, the world's leading association for project management professionals. The GAC's rigorous standards include an assessment of program objectives and outcomes, a review of onsite and online resources, evaluations of faculty and students, and proof of continuous improvements in the area of project management.

Learning Outcomes

At the end of this program, students will have the opportunity to develop the knowledge and skill necessary to:

- Effectively lead and manage multiple, sometimes interrelated, complex projects while avoiding common project management pitfalls.
- Manage project risk, quality, and performance while effectively communicating with all project stakeholders.
- Implement an enterprise-level project portfolio management (PPM) program based upon an organization's strategic business goals
- Understand the need for ethics and social responsibility in the practice of project management as outlined in the PMI Code of Ethics.

Program/Degree Outcomes

Master of Science in Project Management Curriculum	Effectively lead and manage multiple, sometimes interrelated, complex projects while avoiding common project management pitfalls. (SLO1)	Manage project risk, quality, and performance while effectively communicating with all project stakeholders. (SLO2)	Implement an enterprise-level project portfolio management (PPM) program based upon an organization's strategic business goals (SLO3)	Understand the need for ethics and social responsibility in the practice of project management as outlined in the PMI Code of Ethics. (SLO4)
Required Core Courses				
PJM 5900	I	I	I	D
PJM 6000	I	D	D	P
PJM 6910	P	P	P	P
Elective Courses				
PJM 6005	I	I	I	P
PJM 6010	D	P	D	P
PJM 6015	D	P	D	P
PJM 6020	D	P	D	P
PJM 6135	D	P	D	P
PJM 6140	P	D	D	P
PJM 6145	P	D	D	P
PJM 6705	P	P	P	P
CMN 6015	P	D	D	P
CMN 6060	P	D	D	P
LDR 6135	P	D	D	P

COP 6940	P	P	P	P
Character Definition	I=Introducing, D=Developing, P = Practicing			

Sample Course Schedule

FIRST QUARTER REGISTRATION INFORMATION
Master of Science in Project Management
Full-Time Students

- International students **MUST** enroll full-time [three courses/9QH] to meet SEVIS requirements.
- You **CANNOT** enroll in PJM 5900 and PJM 6000 in the same term. PJM 5900 is preparation for PJM 6000.
- You MUST first complete PJM 6000 before you enroll in upper level PJM courses (course numbers higher than 6000).
- If you **HAVE** 2 years of professional work experience working on projects, you should follow schedule A.
- If you **DO NOT** have 2 years of professional experience working on projects you must follow schedule B.

Schedule A
FULL-TIME STUDENT
WITH 2 years of professional experience working on projects

PJM 6000
First 6 weeks

PJM Elective *
Second six weeks

Elective Course
First OR Second six weeks

Schedule B
FULL-TIME STUDENT
WITHOUT 2 years of professional experience working on projects

PJM 5900
Full 12 week course

Elective Course
First 6 Weeks

Elective or Concentration Course
Second 6 weeks

Elective Course Choices:
CMN 6015, CMN 6060, CMN 6110, LDR 6110, LDR 6135

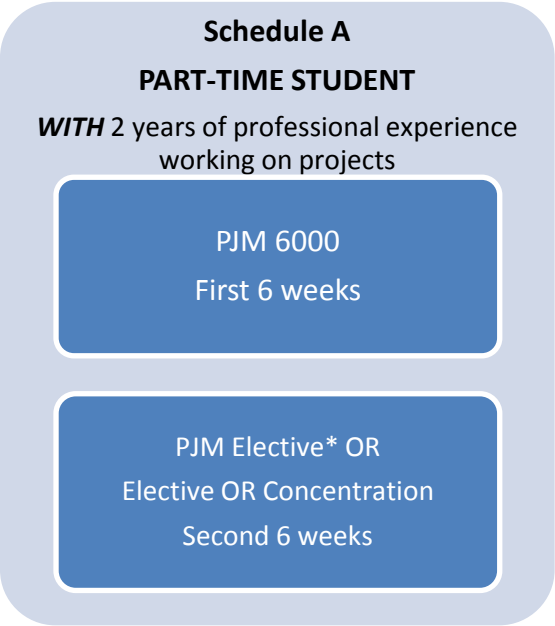
Concentration Choices:
Clinical Trial Concentration: BTC 6211
Construction Management Concentration: CMG 6400 or LDR 6110
Geographic Information Systems Concentration: GIS 5101
Information Security Management Concentration: ITC 6300
Leadership Concentration: LDR 6100
Organizational Communication: CMN 6010

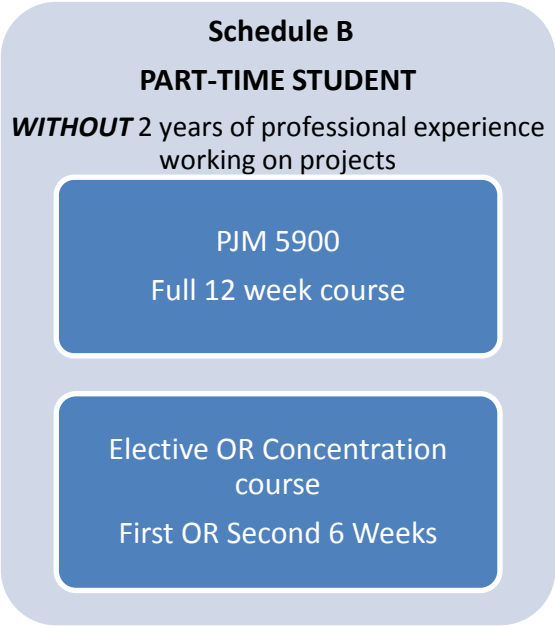
***First Quarter PJM Elective Suggestions**:
PJM 6005, PJM 6025

Transfer Credit:
With few exceptions, transfer credit is not awarded for PJM 6000. Credits earned to fulfill an academic requirement for a graduate degree are not transferable [i.e. any courses from a completed graduate degree are ineligible for transfer].

FIRST QUARTER REGISTRATION INFORMATION
Master of Science in Project Management
Part-Time Students

- You CANNOT enroll in PJM 5900 and PJM 6000 in the same term. PJM 5900 is preparation for PJM 6000.
- You MUST first complete PJM 6000 before you enroll in upper level PJM courses (course numbers higher than 6000).
- If you are a full-time working professional, generally two courses a term is recommended for work/school/life balance.
- Federal Student loans require a minimum of 6QH enrollment to be considered part-time.
- If you **HAVE** 2 years of professional work experience working on projects, you should follow schedule A.
- If you **DO NOT** have 2 years of professional experience working on projects you must follow schedule B.





Elective Course Choices:
CMN 6015, CMN 6060, CMN 6110, LDR 6110, LDR 6135

Concentration Choices:
Clinical Trial Concentration: BTC 6211
Construction Management Concentration: CMG 6400 or LDR 6110
Geographic Information Systems Concentration: GIS 5101
Information Security Management Concentration: ITC 6300
Leadership Concentration: LDR 6100
Organizational Communication: CMN 6010

***First Quarter PJM Elective Suggestions**:
PJM 6005, PJM 6025

Transfer Credit:
With few exceptions, transfer credit is not awarded for PJM 6000. Credits earned to fulfill an academic requirement for a graduate degree are not transferable [i.e. any courses from a completed graduate degree are ineligible for transfer].

Please see **appendix 4.a** for Project Management Graduate Course Schedule, including Course Titles, Course Descriptions, Hours per Course, Course Pre-requisites, Proposed Instructors (if hired) and Highest Degree Earned.
Please see **appendix 4.b** for Course Syllabi

Contact Hour Explanation

The College of Professional Studies operates on a quarter-based system. In the Fall, Winter, and Spring academic quarters, courses meet in either a 12 week traditional format (courses meet each week for 2.66 hours for a total of 32 contact hours), in a 6 or 12 week blended format (courses meet each week for 1.33 hours; the rest of the contact hours are conducted online), or online/virtual (all contact hours are conducted online, asynchronously). In the Summer quarter, which is condensed into 8 weeks, courses meet in blended format (courses meet each week for 2.66 hours, with the remainder of contact hours conducted online) or in an online/virtual format (all contact hours are conducted online, asynchronously).

Though professional experience is an important element of the admissions process for students applying to graduate programs, Northeastern has no advanced standing credit granted to excepted students. Prior professional experience for entering graduate students is part of the admissions assessment, but is separate from students transferring earned credits form another institution.

Bridging Courses and Gap Analysis

PJM 5900: Course Description

For those students who lack at least 2 years of work experience in a professional project environment, Foundations of Project Management (PJM 5900) is a bridge course into the program. After students successfully pass Foundations of Project Management (PJM 5900), they would then enroll in Project Management Practices (PJM 6000), which is the first course of the program. Foundations of Project Management (PJM 5900) is offered in the fall, winter, and Spring Quarters each academic year.

This course is strongly recommended for those students with little or no formal project management. Participants will have the opportunity to examine the differences between general and project management responsibilities. They will be introduced to A Guide to the Project Management Body of Knowledge (PMBOK® Guide), which provides a structured approach to understanding project processes and basic skills and knowledge areas needed to manage projects. The course will provide a structured approach to managing any size project through a complete project life cycle. This course also includes an introduction to MS Project, which is one of the most utilized project management software tools. Participants will have an opportunity to view online demonstrations and work with hands-on exercises to help apply this software tool to each phase of the project life cycle, using case studies that represent a broad spectrum of applications.

Course Learning Objectives

During the course, students will have the opportunity to:

- Distinguish between general management and project management
- Describe the relationship between project, program and portfolio management
- Use the process charts and framework within the Guide to the Project Management Body of Knowledge

to learn about project management processes and knowledge areas

- Using a sample project, apply best practices for managing a project through the five process groups and the entire lifecycle of the project. This will include:
    - Create project objectives and identify stakeholders
    - Demonstrate how to integrate all aspects of project planning including scope planning, creation of a WBS, activity definition and scheduling and resource and cost planning
    - Set a project baseline and use it to monitor and control the project during execution
    - Ensure that a project follows all closing processes
    - Use MS Project to create a project and then use it to manage the project through all of the processes presented in this course; this includes selecting the most appropriate views at each point in the lifecycle.

ALIGN program - Bridging the gap for entry into the Project Management program:

<u>The ALIGN Advantage</u>
Career goals can shift as interests expand, new opportunities arise, industries change, and technology advances. If a student's experience and education no longer match his or her professional aspirations, an innovative graduate program from Northeastern University could be the answer—ALIGN (Accelerated Link to Industry through Northeastern's Global Network).

<u>Our Program</u>
Provides bachelor's degree holders who have a strong analytical foundation with the powerful combination of graduate education plus degree-related work experience, and enables students to take advantage of growing opportunities in fields where there is a strong demand for qualified professionals.

<u>The Students</u>

- Come from diverse academic backgrounds
- Prepare for their graduate studies and for their transition into successful careers through bridge courses that link their undergraduate studies to their new industry of choice

<u>The Curriculum</u>

- Delivered in a hybrid format that integrates on-campus and online courses
- Eliminates the need for extensive supplemental coursework or a second bachelor's degree
- Allows a student to complete his or her degree program within a traditional, full-time master's degree time frame

<u>The Network</u>

- Gives students the opportunity to fuse rigorous coursework with practical experience
- Allows students to build a resumé of full-time professional experience while completing their graduate degree through our cooperative education (co-op) program
- Provides the ability to earn compensation that can help offset tuition cost

Northeastern University's MS in Project Management ALIGN Program provides you with the theoretical concepts and the practical skills you need to lead complex projects successfully. Northeastern's program is also accredited by the Project Management Institute, one of less than 50 master's programs in the world with that credential. It certifies that our project management curriculum is built upon proven and established best practices.

Students in this program will have the opportunity to learn to:

- Effectively manage multiple, sometimes interrelated, complex projects
- Implement enterprise-level project portfolio management based upon an organization's strategic business goals
- Avoid common project management pitfalls
- Develop metrics for determining and reporting project performance

Featuring real-world case studies, the MS in Project Management ALIGN Program presents techniques and tools for managing short- and long-term projects successfully and cost effectively, including project definition, cost and risk estimation, schedule planning and monitoring, budget management, negotiation and conflict resolution, and project presentation and evaluation. Six discrete curricular concentrations enable students to focus knowledge within their field of interest.

Core Courses Include:
Foundations of Project Management
Project Management Practices
Capstone Project

Sample Electives Include:
Risk Management
Global Project Management
Portfolio Management in the Enterprise Environment
Project Scheduling and Cost Planning
Negotiation, Mediation, and Facilitation
The Ethical Leader

Concentrations Include:
Construction Management
Geographic Information Systems
Information Security Management
Leadership
Organizational Communication

Section 5: Program Delivery

Northeastern University's attention to program delivery, from a quality assurance perspective, is implemented at several levels and includes the involvement of both internal and external stakeholders. From an internal perspective, the quality of program delivery is governed by and through the auspices of the Faculty Senate (see attached Faculty Handbook) which approves all new programs and subsequent changes to current program, as well as the Course and Program Change process (see attached process documentation). From operational units, there are several vantage points from which quality of program delivery is ensured. Ensuring the right students are in the right courses is dependent on the Academic Advising Office (see attached process and regulatory documentation), as well as the Registrar's Office via the prerequisites contained within the Banner online course registration process.

Additional program delivery quality assurance is managed via the NU Online Quality Matters LMS process for ensuring the quality of course materials in our BlackBoard LMS system, as well as the Instructional Designers of the NU Online team which work with faculty to ensure that the quality of the course materials selected for instruction in all modalities of

instruction are optimized. Program managers assigned to each program work with scheduling appropriate faculty to specific courses and that all of the aforementioned operational quality assurance controls are effectively administered. Lastly, the Academic Quality Assurance office works directly with Program Faculty Leads to monitor the internal and external program reviews are conducted in accordance with the Master Schedule; internal reviews are conducted yearly and external reviews are conducted on a rotating 5-year schedule.

Northeastern faculty members in online and hybrid based programs integrate their deep theoretical knowledge with strong professional experience. Using the technology tools that have made online and hybrid education a rich learning environment, they draw from a wide array of resources that enable students to apply new knowledge directly to the problem-solving needs of the workplace.

Our hybrid format - the blending of online and classroom learning - offers students the best of both worlds: the flexibility and convenience of online education and the personal, faculty/peer interaction of classroom - based programs.

By focusing students on the application of knowledge and on 21st century skills such as inquiry and analysis and information technology literacy, Northeastern's extended model of learning develops students who are able to create dynamic new ideas and new approaches that can change whole fields of endeavor.

Online Delivery of Courses

Northeastern University provides robust online delivery of programs and coursework through Northeastern University Online (NUOnline), its in-house online education division. The University approaches online education as a medium that augments accessibility for students, while maintaining the same high quality standards and educational outcomes that exist for all University programs. Subsequently, students engaged in online learning study the same program as students engaged in traditional classroom-based course delivery. The policies and procedures for online courses are the same as for campus-based courses (i.e. registering, withdrawing, prerequisites, course requirements, etc.).

Northeastern follows a formal university-wide process for the review of academic programs. The University's academic units undergo periodic review, usually on a five to seven year cycle. These reviews are designed to provide independent and authoritative evaluation that assist academic units with long-term academic planning. The review provides individual academic units an opportunity to assess strengths and weaknesses, as well as to evaluate strategies and goals. Further, the review examines the manner in which program objectives and outcomes are integrated throughout the coursework, as well as the relevance of the outcomes to the contemporary workforce in the discipline. A successful review will identify the comparative advantage that the unit has within its discipline, where excellence can be achieved, and what opportunities exist to enhance national stature.

Northeastern's graduate and professional programs are subject to review by the Commission on Institutions of Higher Education (CIHE) under the auspices of the New England Association of Schools and Colleges (NEASC). In addition, a large number of Northeastern's graduate programs hold accreditation, where required, by the appropriate professional organizations.

Student Feedback

Online Surveys of Courses

Responsibility for the quality of the graduate curriculum and the assurance of learning reside with the faculty and leadership of the colleges. One of the primary vehicles used to inform faculty and leadership is Teacher Rating and Course Evaluation (TRACE). This online student survey is used for both undergraduate and graduate programs and is administered each semester in most colleges. The College of Professional Studies has a similar system entitled EvaluationKIT (EvalKit). Faculty and academic leadership are able to review results from either system immediately following grade deadlines and incorporate the information into their next teaching and learning opportunity.

Please see **appendix 5.c** for the sample TRACE survey.
Please see **appendix 5.d** for the sample EvalKIT survey.

Creating and Maintaining Quality Online Curricula

Curricular creation and maintenance reside within the academic departments. Faculty members create online curricula in collaboration with NUOnline's staff of highly qualified Instructional Designers who have graduate degrees in instructional technology. Online, blended, and hybrid course offerings are equivalent to the on-ground curricula, which the faculty-centered process ensures. In addition, all online courses undergo quality checks on a continuous basis. NUOnline is supported by 24/7 technical support as well as 24/7 synchronous and asynchronous tutoring.

For additional information pertaining to Northeastern University Online course quality please see **appendix 5.e** NUOnline PowerPoint or visit this link to NUOnline-Teaching website at http://www.northeastern.edu/nuolirc/teaching-with-nu-online/

For information on policies pertaining to technology, computer and online modes of delivery please see **appendix 5.f** *Teaching Online: The Northeastern University Online Best Practices Guide*, published in 2012 by Northeastern University Online.

About the Online Platform

NUOnline utilizes Blackboard Learning Management System (LMS), the recognized leader in LMS systems, as well as online tutoring, web-based synchronous video-conferencing, and online community building tools. The online platform allows a dynamic array of formats for both material delivery and activity implementation. Students and instructors employ audio and video capabilities, as well as synchronous and asynchronous modes of discussion and collaboration.

Informing the Student

The NUOnline website, specifically http://www.northeastern.edu/online/online-learning/, is a primary vehicle for informing potential students about the technological requirements of participation and the technical competence required of them; the nature of learning and the personal discipline required in the online environment; any additional costs, beyond tuition and ancillary fees associated with e-learning aspects of course/program delivery; and the kind of support and protection available to them.

Renewal and Upgrading of Resources

Northeastern University Online constantly assesses new technologies to either supplement or replace existing technologies and conducts a formal evaluation of its Learning Management System every 18 months.

Faculty Training and Certification to Teach Online

The Northeastern University Online Instructor Certification program is a comprehensive approach to providing our faculty who have chosen to teach online the necessary best practices and skills to design and facilitate hybrid and fully online courses for Northeastern University. Northeastern University Online recognizes the importance of creating excellent online instructors, not just high quality online courses, so our program consists of a two-week all-online format featuring instructor-facilitated lessons, collaboration, discussion, and assignments. It takes participants about 6-8 hours per week to complete the materials and assignments in this course. It is an immersive approach to learning how to become a successful online instructor by enabling participants to experience an online course as a student before they ever teach an online course as an instructor at Northeastern University.

At the end of each week, the instructor will have the opportunity to test his or her understanding of the material covered in the training by completing an asynchronous online assessment. The instructor must score a cumulative 80% or higher on

both weeks to pass this course and obtain certification as a Northeastern University Online instructor. If an instructor does not pass an exam, he or she can review the course materials and re-take the exam. The instructor has up to three attempts to pass an exam. Further support for faculty is available if needed.

Supporting Faculty/Professional Development

The University's plan for faculty development is consistent with its commitment to innovation, research, and exemplary pedagogy. Northeastern provides online instructor training for all faculty new to online instruction or new to the University. In addition, NUOnline provides regular workshop and seminar opportunities throughout the year for skill enrichment. Aside from stand-alone workshop and training opportunities, the University engages externally through professional organizations and other higher education institutions that provide content specific workshops. Each College at Northeastern maintains a faculty development fund for this purpose. Faculty members request attendance to these events through the College Dean. The University also holds institutional memberships to dozens of professional organizations, allowing faculty members to engage in a disciplinary dialogue with colleagues at peer institutions.

Northeastern University Online's Instructor Resource Center promotes instructional innovation as well as continuous development of technological skills. Its website, www.northeastern.edu/nuolirc, provides helpful how-to information, features on teaching with technology, links to webinars, contact information, and tutorials on best practices for all Northeastern University faculty teaching online. Further, NUOnline maintains a Faculty Resource Center on Blackboard, which includes course templates, instructional modules, tutorials, and policy documents.

Please see **appendix 5.g** for the NUOnline course overview.

Northeastern University's Center for Advancing Teaching and Learning Through Research

The Center for Advancing Teaching and Learning Through Research was established to support the Northeastern University community in creating opportunities for lasting learning. To realize this goal, the Center takes a multi-pronged, research- based approach to working with faculty and administrators in the classroom, through departmental programs or university-wide initiatives. Colleagues at the Center are available to discuss teaching and learning in courses across departments or in their related colleges and to work to achieve the learning goals and outcomes that are important to faculty and students. Services range from one-on-one consultations to group programs (workshops and seminars), consultations on the development of courses and programs to providing guidance on their assessment. Furthermore, and just as importantly, a venue for collaborating with faculty on research and grants focused on teaching and learning is specific to individual disciplines. For more information about the Center for Advancing Teaching and Learning through Research please follow this link http://www.northeastern.edu/learningresearch/ .

Courses

Northeastern University's graduate programs were established to fulfill the institutional mission: "to educate students for a life of fulfillment and accomplishment; to create and translate knowledge to meet global and societal needs." All of Northeastern's graduate programs are grounded in disciplines relevant to society's needs, whether locally or globally. The University is responsive to both market and societal demands, focusing on emerging areas of study, scholarship, and research. The degree offerings for the proposed program represent the same degree offerings of programs offered on the Boston campus. These programs were selected for the Greater Toronto Area to educate and develop knowledge and skills that reflect the regional demands of both employers and the workforce.

The University's curriculum development and approval process for all graduate programs engages all levels of the University, a true confirmation of shared governance. As in most universities, the curriculum for the graduate programs originates with program faculty. It is reviewed and approved by both department and college curriculum committees. The review continues with the Vice Provost for Graduate Education and the Graduate Council, the Provost Office, and finally the full Senate. Upon completion of the President's review, the President submits the proposal to the Board of Trustees for approval.

Prior to submitting programs through the standard University process, the College of Professional Studies programs are evaluated by the Academic Review Group and then by College Senior Management Team. The final internal CPS step is a review by the Council of Lifelong Learning whose membership includes the CPS dean, senior associate dean, associate deans, University registrar, and appointed University faculty.

Responsibility for the quality of the graduate curriculum and the assurance of learning reside with the faculty and leadership of the colleges. One of the primary vehicles used to inform faculty and leadership is Teacher Rating and Course Evaluation (TRACE). This online student survey is used for both undergraduate and graduate programs and is administered each semester in most colleges. The College of Professional Studies has a similar system entitled EvaluationKIT. Faculty and academic leadership are able to review results from either system immediately following grade deadlines and incorporate the information into their next teaching and learning opportunity.

Please see **appendix 5.c** for an example of TRACE.
Please see **appendix 5.d** for the sample EvalKIT survey.

In addition to these two comprehensive course evaluation procedures, Northeastern follows a formal university-wide process for the review of academic programs. The University's academic units undergo periodic review, usually on a five to seven year cycle. These reviews are designed to provide independent and authoritative evaluation that assist academic units with long-term academic planning. The review provides individual academic units an opportunity to assess strengths and weaknesses, as well as to evaluate strategies and goals. Further, the review examines the manner in which program objectives and outcomes are integrated throughout the coursework, as well as the relevance of the outcomes to the contemporary workforce in the discipline. A successful review will identify the comparative advantage that the unit has within its discipline, where excellence can be achieved, and what opportunities exist to enhance national stature.

Northeastern's graduate and professional programs are subject to review by the Commission on Institutions of Higher Education (CIHE) under the auspices of the New England Association of Schools and Colleges (NEASC). In addition, a large number of Northeastern's graduate programs hold accreditation, where required, by the appropriate professional organizations.

Distance Education

The NUOnline home page details the graduate online experience. The website provides insight into the experience of online learning with such features as a demo class and guidelines on how to be a successful online learner at the following link: (http://www.northeastern.edu/online/). The College of Professional Studies has developed a self-paced online orientation consisting of multiple modules including understanding myNEU, registration, academic performance, university resources, technical services, and career services. The comprehensive orientation eases the online student into online learning environment.

Please see **appendix 5.g** for the Online Course overview.
Please see **appendix 5.h** for the Online Course readiness list.

Duration and Intensity
Pursuant to the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges (NEASC) accreditation standards, Northeastern University follows the Carnegie Classification system of determining credit hours for undergraduate- and graduate-level courses.

At Northeastern, one hour of academic credit usually consists of 150 minutes of work per week throughout the term, usually one-third direct faculty instruction and two-thirds in independent preparation. Programs may vary the ratio of class time to preparation time depending on the learning outcomes and accreditation standards appropriate in their field(s). When students are registered for thesis credits, directed study, internships, or co-op, the appropriate number of term hours is determined using the same method. Each term hour corresponds to at least 150 minutes of weekly effort by the student throughout the term or equivalent.

Please refer to **appendix 9.a** for the New England Association of Schools and Colleges explanation of credit hours and duration by program, which Northeastern follows.

Periodic Reviews

The process includes both internal/self and external/peer reviews and is aimed at fostering academic excellence at all levels, to determine how to raise and maintain the quality of the academic unit to a higher level, and to provide guidance for administrative decisions in support of continual future improvement. The review will provide the unit with an opportunity to take stock of its strengths and weaknesses and to evaluate its strategies and goals. It is intended to help units determine whether their programs are cohesive, coherent, effective, and true to their mission.

The Dean of the College within which the unit resides is responsible for initiating the external review process in accordance with the Master Schedule. The Office of the Provost provides oversight and facilitates the process of appointing both the internal and external review committees.

Goals of External Program Review:

- Ensure quality of degree programs
- Assess department's functions and contribution to the goals of the University
- Identify those aspects of the department that are strong and those that require more focused attention
- Assess progress toward achieving previously-defined objectives
- Gain external perspective through peer/aspirant analysis and external review committee
- Evaluate strategy for meeting objectives
- Develop future goals

Timeline for External Program Review:

- Notification to department that it is scheduled for review; to be made by the College Dean no later than October of the review year (normally the last year of the regular review cycle).
- Department chair meets with College Dean to discuss issues/concerns regarding review, and recommendations regarding members of the internal and external review committees; occurs during fall term of review year.
- The Dean discusses membership of the internal and external review committees and appointment letters are sent. A spring date is scheduled for external visit.
- Internal review committee completes Self-Study and discusses with Dean and Provost; due four weeks prior to visit of external committee.
- External committee visit takes place; spring of review year.
- Report from external committee to Dean; preliminary report at end of visit and full report within 2-3 weeks.
- Dean reviews Self-Study and external committee report with department, and submits summary with actionable items to the Provost.

Self-Study Process

Northeastern University completes a self-study through the New England Association of Schools and Colleges accreditation process that includes two major reviews. The first is the 5th Year Interim Report, which is primarily an external review process comprised of a compressed self-study for all academic programs and operational units of the university. The 10 Year reaffirmation process is comprised of both an offsite review of a comprehensive self-study for each academic program, as well as in-depth onsite review of all academic and operational units of the university. Self-Study documents completed by Northeastern should not exceed 50 pages, excluding supporting data and documents which may be included as appendices. Material required for the self-study includes:

- Faculty Profile
  - List all current tenured/tenure track faculty members, indicating academic rank, academic age (years since terminal degree), current workload distribution (% teaching/scholarship/service), and any changes in rank during the review period (e.g., hiring, promotion, tenure award). At the end of the list, please include any

prior T/TT faculty members who were in the department during the review period and summarize their reasons for leaving the department in the change-in-rank column.
  - List any other full-time faculty or staff, indicating titles and brief descriptions of roles.
  - Describe departmental governance, including the roles for any faculty with significant service workload distribution.
  - Describe departmental faculty workload policy, including (a) guidelines for the allocation of teaching Loads and research expectations, and (b) guidelines for merit and other faculty review.
  - Describe faculty recruitment and retention processes, including initiatives to encourage professional and academic development of faculty. Provide information on the current representation of underrepresented groups among faculty
- Academic Program Profile
  - For each degree program, provide five-year enrollment, retention and graduation information, including funding support for graduate students (some of the data to be supplied by the Office of the Provost). If applicable, please also include interdisciplinary programs in which the department plays a significant role, and provide a brief description of the interdisciplinary program(s).
  - Provide information, where possible, on placement of graduates.
  - If degree programs involve a subset of departmental faculty, please indicate which faculty members are currently involved with the programs. For the current academic year, indicate the amount of part-time instruction for each program.
  - Describe the goals, priorities and challenges for each degree program, including a summary of how the goals intersect with those of the University academic plan.
  - Describe instructional innovation within the degree programs.
  - Describe processes for periodic review of curriculum and course contents, and for assessing student-learning outcomes.
  - Provide a summary of student evaluations of faculty teaching (data to be supplied by the Office of the Provost). Describe additional approaches to assessing teaching effectiveness, including assessment of teaching assistants. What departmental training and mentoring mechanisms are in place to ensure teaching quality?
  - Provide a summary of how advising is carried out in the degree programs. Describe mechanisms for training, mentoring and evaluating program advisors.
- Scholarship/Research Profile
  - Describe major areas of specialization for the department, including a summary of how these areas intersect with the goals of the University academic plan.
  - Describe 2-3 key departmental productivity metrics of faculty scholarship/research productivity (e.g., # senior-authored articles, performances, # books, # PhD graduates), and provide a summary for the department's research-active faculty members over the review period. [If appropriate, utilize different key metrics for different areas of specialization.]
  - For departments with PhD programs, indicate which faculty members are affiliated with the department's PhD program, how many students they mentored and graduated during the review period, and list PhD student publications. Describe plans to foster interdisciplinary research/scholarship opportunities for Ph.D. students.
  - Provide a summary of external research funding during the review period, including awards to support future research (some of the data to be supplied by the Office of the Provost). Metrics should include grant proposals submitted, new awards, and expenditures. Provide the department's plan to sustain and grow research productivity including external research funding. Provide metrics regarding the development of intellectual property including disclosures submitted, copyrights, patent applications and patents awarded.
  - Describe mechanisms to encourage student collaboration in faculty research, and provide a summary of undergraduate research projects in the department during the review period.
  - Describe faculty participation in multi-investigator and interdisciplinary research and Ph.D. programs. Provide details of how the department is fostering involvement in interdisciplinary research and graduate programs.
- Strategic Analysis: Areas of strength and weakness, opportunities for the department, threats to departmental goals

- Describe current departmental strategic goals, their fit with the University's goals, and the progress toward their attainment.
- Provide an environmental scan for the discipline. Where is the discipline going?
- Provide an analysis of departmental peers and aspirants.
- Outline the department's strategic plan for the next five years including:
  - Goals for each academic program
  - Goals for the unit's faculty composition, including underrepresented groups, if applicable.
  - Goals for the unit's research mission
  - Indication of how the department's goals fit with the University's goals, including interdisciplinary goals.

Please see **appendix 5.i** for the New England Association of Schools and Colleges self-study guide.

Student Feedback

Please see **appendix 5.d** for an example of the student feedback process via the EvalKIT.

Library Resources

Transcending geography, via its website, Northeastern University Libraries offers students, faculty, and staff full access to the University's vast online holdings, including 60,000 e-journals, and hundreds of licensed databases containing over 200,000 e-books, as well as searchable articles, documents, images, data, and streaming music and video.

The University has created a "gateway" to library resources for each of its current Graduate Campuses. Links to library resources are also featured prominently on myNEU, the electronic gateway for the Northeastern University community that offers "one stop shopping" for faculty, staff, and enrolled and admitted students.

Northeastern's Library Services

The Northeastern University Libraries support the mission of the University by working in partnership with the University community to develop and disseminate new scholarship. The Library fosters intellectual and professional growth, enriches the research, teaching, and learning environment, and promotes the effective use of knowledge by managing and delivering information resources and services to library users.

Staff

The University Libraries currently employ 75 Full Time Equivalent staff. Thirty-eight are professional (MLIS or equivalent) librarians. Additionally, the Libraries currently employ 23 part-time staff and 112 work-study students. Under the leadership of Dean Will Wakeling, the Snell Library is a state-of-the-art facility that provides information services to the Northeastern community. Wakeling brings more than 30 years of experience as Dean of University Libraries, having served on the Board of the New England Library and Information Network and the Boston Library Consortium. He is currently the President of the Boston Library Consortium and serves on the Board of the Society for Scholarly Publishing. He holds a Master of Arts in Librarianship from University of Sheffield.

Library Resources for Distance Education

Northeastern University's Snell Library maintains a comprehensive system of support for distance learners. Aside from a vast collection of academic holdings available online, special-order articles are available to distance students through NExpress and Iliad. Students are notified by e-mail when PDF articles are available for download.

Students who seek both synchronous and asynchronous librarian support may elect to phone or online chat with a librarian (24/7), as well as e-mail or text message. Furthermore, an array of online workshops is available regularly; these range from an introduction to library services to specialized graduate research methods. As part of the orientation process, off-campus cohorts engage in a synchronous library session to familiarize students with the array of services.

Service and Use

The library provides both in-library and online, live-chat reference services. Librarians provide an extensive program of instruction and information literacy training (637 sessions were taught in FY11). Groups receiving instruction include all new graduate students.

The Libraries are a designated Government Publications depository (mostly electronic) and provide all the associated services to Northeastern users and the local community. With the purchase of the ProQuest Digital Hearings collection, all congressional hearings are now available online. The Department of Archives and Special Collections actively solicits, acquires, and makes accessible historically significant university materials as well as the documentation of underrepresented local communities (see www.lib.neu.edu/archives). The Libraries also offer a full program of cultural events.

Information Services: Planning and Oversight

In the fall of 2009, the Provost commissioned the creation of an Information Services Academic Advisory Committee, comprised of faculty leaders from each of the colleges and chaired by the Dean of Libraries. The Committee reviews current service offerings and advises IS leadership on technologies and IT services that would serve the teaching, learning, and research mission. The Committee has provided two reports, with recommendations, to the IS leadership and the Provost. IS has incorporated these recommendations into its plans for new or enhanced services.

In the spring of 2010, the Provost and Senior Vice President of Enrollment Management and Student Affairs commissioned an Enterprise Systems Team (EST), comprised of key functional leaders in the University. The EST reviews and prioritizes all enterprise initiatives to ensure that the priorities of University are met and to ensure that IS has the appropriate resources to accomplish these initiatives.

Resources Supporting the Academic and Research Program

In December 2008, Information Services reconstituted the department of Academic Technology Services (ATS). ATS is the principal IS partner with the academic community, responsible for 1) ensuring that Information Services is delivering up to date technology and support which meets the needs of the University's academic units across all services, including teaching and learning enablement and assessment; and 2) working with research centers and research intensive faculty to ensure that their IT needs are met. This includes core services such as networking and software delivery, specialized services such as high performance computing and storage, and individual services such as hosting and database administration assistance. In addition to creating and managing the research enablement services portfolio, the ATS Director works with Deans and other senior executives to support the recruitment of researchers to cultivate the research commitments in the Long-Range Academic Plan.

In Spring of 2009, an Instructional Technology Group (ITG) was formed, comprised of technology leaders from EdTech, the Libraries, the College of Professional Studies/NU Online, and Information Services, chaired by the director of ATS. The goal of the ITG is to assess the ever-changing landscape of instructional and teaching technologies and to identify suitable solutions with a mind toward support and consistency across all departments and disciplines.

Please see the following link to Information Services http://www.northeastern.edu/infoservices/

Appointment of Faculty

The University observes a standard procedure for selection of full-time faculty, detailed in Section II of the Faculty Handbook, as well as part-time instructor (lecturer) appointment. Northeastern University provides a written contract upon assignment of a faculty member, which details the nature of the assignment and the status of the faculty member (probationary or tenure-track; part-time or full-time). In addition, faculty contracts detail conditions of employment,

remuneration, and fulfillment of faculty course load, when applicable. Faculty contracts are issued under the authority of the College Dean, and full-time appointments are reviewed and approved by the Provost, President and Board of Trustees.

Please see **appendix 5.b** for Section II of the Faculty Handbook.

Section 6: Capacity to Deliver

Northeastern University Libraries – Resources and Support for Online and Graduate Campus Students

The Northeastern University Libraries (the Library) provide a strong array of resources and services to fully support the curricular and research needs of students enrolled at the graduate campuses, taking online courses provided via the main campus in Boston, or needing online support for coursework at the main campus.

Collections

The NU Libraries are planning for and redefining what the Library needs to be in order to deliver in both its virtual and its brick-and-mortar forms. This means continued work and investment to increase the range and richness of our collections and to accelerate their transformation from mainly-print to mainly-digital.

When the option is available, the Library purchases the online versions of books and journals so that online students have the widest range of materials to support their course and research activities. Types of online materials and library resources include:

- Over 300,000 online books in all subject areas
- Over 60,000 online journals supporting all disciplines
- A large collection of online newspapers, both current and historical, from across the globe
- Collections of online research databases that provide data and statistical information in such disciplines as business, health sciences, pharmacy, and engineering.
- An increasing number of videos and audio recordings streamed online.
- Scholar One Search, a comprehensive database that searches in one, unified search across all the above listed materials to identify needed resources and provide links to the online materials.

The Library provides an active Interlibrary Loan Service for resources that are not held locally. Journal articles can usually be delivered electronically within a day or two of the request. Subject librarians work with the online and graduate campus student to locate copies of a book that is not offered online by Northeastern.

Online Assistance Reference Librarians and Library Subject Specialists are available to assist online and graduate campus students day and night, seven days a week. The Library offers a number of methods to contact these specialists for assistance, including:

- Reference Email. This is a method for getting assistance with more complex research support needs. Reference Librarians will analyze the student's particular needs and respond with in-depth solutions within one business day.
- Contact a Library Subject Specialist. A student can choose and communicate with the librarian who has an in-depth familiarity with the Library resources in a particular subject discipline. Both email and telephone communications are available during business hours.
- Reference Desk. One can speak directly with a reference librarian at our toll free line: (855) 618-7512. Hours are 9 am to 9 pm, Monday through Thursday, 9 am to 6 pm Friday, 12 pm to 5 pm Saturday, and 12 pm to 8 pm Sunday. All times are Eastern Standard Time.

- Ask 24/7. Reference librarians are available at all hours to interact online with the student and to point that student to the best resources to meet the student's particular research or assignment needs.
- Subject Guides. Subject librarians have created these online guides and tutorials to assist students in identifying and accessing the most important resources in a particular discipline.

Links to specialized Library webpages, as "gateways" from the main Northeastern Libraries site:

- Online Students - http://library.northeastern.edu/gateways/professional-online-students
- Charlotte Campus - http://library.northeastern.edu/gateways/charlotte-students
- Seattle Campus - http://library.northeastern.edu/gateways/seattle-students

For descriptions of facilities after which the proposed graduate campus for the Greater Toronto Area will be modeled, please see the following links to Northeastern University's existing two graduate campuses:

- Charlotte, North Carolina - http://www.northeastern.edu/charlotte/
- Seattle, Washington - http://www.northeastern.edu/seattle/

For Northeastern's comprehensive Library Collections Policy, detailing the organizations plan and schedule for the renewal and upgrading of resources, please see: http://library.northeastern.edu/sites/default/files/public/atttachments/FIELD_PAGE_FILES/2013/lpoccollpolicymarch2013.pdf

Support Services

Consistent with the models we have established at our Charlotte, North Carolina and Seattle, Washington Graduate Campuses, Northeastern University–Toronto will offer a host of resources for students looking to make the most of their graduate studies.

Some of these resources, as described below, will be specific to our Toronto Graduate Campus, and some are benefits available to any Northeastern University student.

Career Services
University Career Services specializes in helping students figure out which program, career, or job might be a strong fit, and also in helping students plan and carry out successful job searches, or explore other options through offering exposure to a wide variety of resources, programs, events, and opportunities to meet employers in region.

Student Financial Services
Student Financial Services is committed to helping the student navigate the process of financing his/her education. myNEU is an electronic gateway for the Northeastern University community and offers "one stop shopping" for faculty, staff, and enrolled and admitted students. Services are targeted to members of the Northeastern University community by role, providing a personally tailored experience. Campus news and departmental announcements are also accessible via the myNEU Portal.

Information Technology Services
Information Technology Services at Northeastern University provides central information technology support to over 25,000 students, faculty, and staff who use our secure, high speed connectivity to the Internet through our on-campus network and a host of other services tailored to the online student.

Disability Resources Center

Students needing accommodations or services due to a disability are able to access the Disability Resource Center (DRC) of Northeastern University. The DRC provides information on the staff, services available, how to contact the DRC for more information and assistance, and forms a student will need to access these services. Main webpage: http://www.northeastern.edu/drc/

Graduate Catalog
The Graduate Catalog, published by the Office of the University Registrar in collaboration with the colleges of the university, contains Northeastern University's primary statements about student academic life, conduct, and the responsibilities of students and the university to one another, as authorized by the president or the Board of Trustees.

Academic Calendar
The university academic calendar, published on the Registrar's web site, provides information students need to stay on track with their degrees.

Advising
A Student Support Services representative will be on staff at the Toronto Graduate Campus and available to help students with course planning to build schedules that keep them on target to achieve their goals while also maintaining balance in their personal and professional lives.

Writing Center –Mobile Consulting
The Writing Center is comprised of Northeastern University writing instructors, graduate students, and undergraduate students studying composition theory, literature, and technical/professional writing. The Writing Center offers online consulting for any level writer and works with graduate students from all academic disciplines, speakers of other languages as well as native speakers of English, and weak, average, and strong writers.

Free Online Tutoring
SMARTHINKING (PDF) provides live academic help. Students may have access to help in the following subjects and skills:
• Math (Available up to 24/7)
• Writing
• Grammar
• Chemistry
• Statistics
• Accounting, Managerial
• Accounting, Financial
• Microeconomics
• Macroeconomics
• Spanish

Student Grievances
Northeastern University has processes and resources to ensure that student grievances are treated with respect and addressed in a fair and professional manner. Both formal and informal means to resolve issues are available. Students will be able to contact the Toronto campus staff – Associate Dean – for assistance, as well as consult the university website for information on academic policies and procedures, and the University Ombuds.

• University Ombuds: http://www.northeastern.edu/ombuds/about/index.html
• University Registrar: http://www.northeastern.edu/registrar/catgraddir1213.html
• Graduate Catalog /Handbook – Academic Policies & Procedures: http://www.northeastern.edu/registrar/catgrad1213-030.pdf

Four Year Projection of Cumulative Enrollment and Subsequent Faculty Staffing Plan

Term	FL 1	WN 1	SP 1	SM 2	FL 2	WN 2	SP 2	SM 3	FL 3	WN 3	SP3	SM 4	FL 4	WN 4	SP 4
Fall 1	5	5	5	5	5	5	3	1	1	1	1				
Winter 1		3	3	3	3	3	3	3	2	2	2	1			
Spring 1			2	2	2	2	2	2	2	1	1	1			
Summer 2				3	3	3	3	3	3	3	2	2	2	1	
Fall 2					7	7	7	6	6	6	6	2	2	2	1
Winter 2						6	6	6	6	5	5	5	2	2	2
Spring 2							3	3	3	3	3	3	3	1	1
Summer 3								5	5	5	5	4	4	4	1
Fall 3									10	10	10	9	9	9	9
Winter 3										8	8	8	8	7	7
Spring 3											3	3	3	3	3
Summer 4												5	5	5	5
Fall 4													12	12	12
Winter 4														8	8
Spring 4															3
Total Students	5	8	10	13	20	25	26	28	37	43	45	42	49	54	51
Total Faculty	1	1	1	1	1	1	2	2	2	3	3	3	3	3	3

Facility Resources:

Maintaining a viable graduate campus facility falls under the University's Long Range Plan 2010-2015 (http://www.northeastern.edu/lrp/).

Achieving the goals outlined in Northeastern's "Long Range Plan 2010-2015" will require investments in people, programs, physical plant, and technology, as well as a new approach to management and budget processes. More and better equipped spaces — from classrooms and laboratories to student housing and athletic facilities — will be required, along with the new staff, new systems, and increased financial resources to support academic and student life goals. New budget and management initiatives that promote efficiency and strong performance will give University leaders the necessary tools to gain maximum impact from these infrastructure investments.

Goals:

- Laboratory space that empowers research goals
- More and better equipped learning facilities
- Housing, athletic, and recreational facilities that energize the campus community
- Faculty/support staff office needs are fully met
- Administrative staff and systems support academic and student life goals here and abroad

Action Steps:

- Address critical space needs for faculty and students
- Complete space study to assess long-term needs
- Develop Institutional Master Plan
- Improve efficiency of administrative and information systems

Selected Metrics:

- Increase in available space for offices, laboratories, classrooms, student recreation, and student life initiatives
- Increase in resources available for infrastructure investment
- Improved flexibility to meet new demands for space

Please see **appendix 6.a** for the University's Long Range Plan.

For the Master of Science in Project Management degree program, the average course size in the program is between 14 and 17 students per course, excluding summer quarters (these are traditionally much smaller in size). Adjunct (part time) instructors may not exceed a teaching load of 24 QH (4-6 courses) in a calendar year. Full time faculty are expected to teach a base of 36 quarter hours (or 7 to 9 courses) in a given fiscal year.

Faculty Qualifications:

Candidates must have at least a Master of Science in a related field and/ or an MBA, MD, PhD or similar, plus at least five years of industry or governmental experience. A history of successful teaching at the graduate level is strongly preferred. Northeastern University hires the highest quality faculty who exceed the standards of their disciplines and University standards through educational, professional, and service experiences. The University defines faculty roles through many descriptors/titles. Faculty members holding the rank of assistant professor, associate professor, and professor are considered members of the Northeastern tenure-track and tenured faculty. Non-tenured/term faculty hold the title of academic specialists who provide specialized knowledge, expertise, and professional experience to an academic program and College. Lead faculty is a term used in the College of Professional Studies, which designates select full-time faculty to serve as lead for a program. The lead faculty serves as a master teacher for a specific curriculum, assuring learning through curriculum development, effective instruction, and assessment of learning outcomes.

Evaluation of Faculty
Faculty evaluation across campus is informed by two components: 1) term-by-term course evaluations and 2) annual faculty reviews. These annual faculty evaluations are also used for tenure track positions to indicate progress toward promotion and tenure.

Term-by-term Course Evaluations
The primary system in most colleges for term-by-term course evaluations is Teacher Rating and Course Evaluation (TRACE). This online student survey is used for both undergraduate and graduate programs each semester. TRACE was developed in a joint effort between the faculty senate and student government and designed to be given anonymously with timely published results that would improve teaching and learning.

The College of Professional Studies utilizes a similar term-by-term course evaluation system called EvalKIT, which provides students the opportunity to give anonymous feedback to faculty at the conclusion of each course. Faculty are then able to make the appropriate adjustments to the course when necessary.

Please see **appendix 5.d** for an example of EvalKIT survey.

Annual Faculty Reviews
Annual faculty reviews are required in each college and vary slightly. The common factor in all reviews is an established set of guidelines and criteria that faculty and administrators follow. In addition, all reviews include a summary of the course evaluation results. The following are brief descriptions of the review process by college.

College of Professional Studies
The faculty annual review process in the College focuses on traditional areas of teaching and service. Additional components 1) overload assignments and 2) professional development are added to review. These additional components examine faculty activity that reach beyond traditional services assignments such as outreach, recruitment, mentoring, and professional presentations.

Size
The University faculty is sufficient in number and representative of the principal areas of instruction offered by the institution to assure the effectiveness of the academic programs, as well as counseling and advising. The overall student to faculty ratio stands at 15:1 (2011), which allows for individualized attention both in the classroom and beyond. A traditional distinction of the Northeastern experience is the integration of faculty who are experts in their respective fields.

Definition of Responsibilities
Tenure track faculty (assistant, associate, and professor) as well as term faculty (academic specialists) receive letters of appointment or in some cases annual contracts that designate roles and responsibilities. Please refer to Attachment 5B8.

Faculty Development
The University's plan for faculty development is consistent with its commitment to innovation, research, and exemplary pedagogy.

Aside from stand-alone workshop and training opportunities, the University engages externally through professional organizations and other higher education institutions that provide content specific workshops. Each College at Northeastern maintains a faculty development fund for this purpose. Faculty members request attendance to these events through the College Dean. The University also holds institutional memberships to dozens of professional organizations, allowing faculty members to engage in a disciplinary dialogue with colleagues at peer institutions.

In addition, Northeastern provides online instructor training for all faculty new to online instruction or new to the University. In addition, NUOnline provides regular workshop and seminar opportunities throughout the year for skill enrichment.

Appointment
The University observes a standard procedure for selection of full-time faculty, detailed in Section II of the Faculty Handbook, as well as part-time faculty appointments. In all instances, the new hire and offer process includes verification of degrees, employment, and references, and Northeastern University provides a written contract upon assignment of a faculty member, which details the nature of the assignment and the status of the faculty member (tenure track faculty or academic specialists). In addition, faculty contracts detail conditions of employment, remuneration, and fulfillment of faculty course load, when applicable. Faculty contracts are issued under the authority of the respective College Dean, and full-time appointments are reviewed and approved by the Provost, President, and Board of Trustees.

All Project Management Faculty are available to teach online Project Management courses that will be offered-at the Greater Toronto Area graduate campus. If granted consent to offer the Project Management program, on-ground faculty needs will be determined by student registrations, and faculty will be drawn from Boston or hired specifically for the Greater Toronto Area graduate campus.

Distance Education
Northeastern University conducts robust online delivery of programs and coursework through Northeastern University Online ("NUOnline"), its in-house online education division. Northeastern has a long history in distance education and delivery innovation, having been among the pioneers of microwave- and satellite-based distance instruction in the early 1970's, and an early adopter of Internet-based educational delivery in 1998. Northeastern University's hybrid courses integrate the online delivery with on-ground classroom hours. If granted consent, the Greater Toronto Area campus classroom delivery modes will incorporate online coursework.

The University approaches online education as a medium that augments accessibility for our students, while maintaining the same qualitative standards and educational outcomes that exist for all University programs. Subsequently, students engaged in online learning undergo the same educational process and study the same program as students engaged in live, synchronous course delivery. The functionality of the online platform allows a dynamic array of formats for both material

delivery and activity implementation. Students and instructors enjoy audio, video and white board capabilities, as well as synchronous and asynchronous modes of discussion and collaboration.

NUOnline is the platform for delivery of academic programs in the College of Professional Studies as well as certain interdisciplinary programs (e.g., M.S. in Health Informatics, a partnership between the Bouve College of Health Sciences and the College of Computer and Information Science). NUOnline utilizes the Blackboard Learning Management System (LMS), the recognized leader in LMS systems, as well as online tutoring, web-based synchronous video-conferencing, and online community building tools. Curricular creation and maintenance reside within the academic departments. Full-time faculty create online curricula, in collaboration with NUOnline's staff of highly qualified Instructional Designers, who have graduate degrees in instructional technology. All online, blended and hybrid course offerings are identical to the on-ground curricula, which the faculty-centered process ensures.

Faculty who teach online courses must undergo a comprehensive training, which introduces faculty members to best practices in online instruction and ensures expertise in the Blackboard LMS. All online instructors participate in an asynchronous, self-paced E-Learning training regimen, which includes Fundamentals of E-Learning. NUOnline maintains a Faculty Resource Center on Blackboard, which includes course templates, instructional modules, tutorials and policy documents. In addition, all online courses undergo quality checks eight times a year. NUOnline is supported by 24/7 technical support as well as 24/7 synchronous and asynchronous tutoring.

The University devotes significant resources to monitoring degree delivery and maintaining a high-quality student experience. Both faculty and course designers regularly review the progress of every online course, offering instructors guidance and criticism where appropriate, based on best practice of online education. Students have the opportunity to offer insight on individual courses twice a quarter. Program specialists field student concerns on course content, instruction, and other administrative issues, channeling communication to faculty, academic leadership and administrators. Through constant monitoring of online courses, as well as frequent opportunities for students to provide feedback, NUOnline provides a premium online experience which operates with a goal of continuous improvement and innovation.

Facilities Compliance

Compliance with Safety and Health Laws
Northeastern intends to comply with all pertinent ordinances and laws relative to the safety and health of persons at its site in the Greater Toronto Area.

Laboratories and Equipment
The programs under consideration do not require specialized laboratories or equipment, as no clinical element of study is involved.

Supportive Services
The space that Northeastern intends to lease or purchase will include ample investment in and space for student services and advising, and faculty and staff offices, as is consistent with Northeastern's general student and service-oriented philosophy.

Our presence in the Greater Toronto Area will employ state-of-the-art technologies in classrooms and study space to provide an engaging experience that is not only locally-driven, but also provides direct linkages to faculty and resources in Boston, from videoconferencing and smart display systems to library access technologies.

Curriculum Vitae Release

Northeastern University has on file and available for inspection, from all faculty and staff whose CVs are included in this submission, signatures that attest to the truthfulness and completeness of the information contained in the CV and

agreeing to the inclusion of their curriculum vitae in any documents/web sites associated with the submission, review and final status of the program application.

The following is the template of Northeastern University's Curriculum Vitae Release Form:

Authorization to Release Curriculum Vitae
for
Ministerial consent
by
The Ontario Minister of Training, Colleges and Universities
under the
Post-secondary Education Choice and Excellence Act, 2000

I, the undersigned, hereby acknowledge and agree that:

- all information provided on my curriculum vitae ("CV") is true, accurate and complete;
- Northeastern University may include my CV in its submissions to governmental agencies for the purposes of obtaining authorization to operate as a higher educational institution in certain jurisdictions and;
- my CV may appear in documents, records, websites and other publicly available media in connection with these submissions.

_____
Signature

_____
Name

_____
Date

While all Northeastern Faculty are certified and trained to teach courses online, we anticipate hiring additional staff to instruct courses both online and on ground for the Greater Toronto area, and will designate hires and assignments based on need.

Section 7: Credential Recognition

The Master of Science in Project Management was designed with the working professional in mind. It was designed to mature the manner in which students manage projects in their professional workplace. This was accomplished by aligning the curriculum with the Project Management Body of Knowledge, or The PMBOK® Guide. The PMBOK® Guide is published the Project Management Institute, which is the largest, international professional organization for project managers. The PMBOK® Guide is updated every three years based on industry feedback and marketplace trends, and by using this as a cornerstone of the curriculum is one way Northeastern's program ensures alignment with industry demands, helping to ensure the marketability of the program's graduates.

Additionally, Northeastern's Master of Science in Project Management has received accreditation through the Project Management Institute Global Accreditation Center for Project Management Education Programs. This is the premier international program accreditation for Project Management education programs. Less than 35 programs in North America have achieved this level of accreditation, making the program one of the premier programs in the country. This accreditation ensures that employers will see the Master of Science in Project Management as a recognized credential for

hiring purposes, as the Project Management Institute is the premier international professional association for project managers worldwide.

Please see **appendix 8.b** for additional information about the Global Accreditation Center for Project Management.

Northeastern's process of understanding the demand for and potential value of its degree programs in Ontario has included informational meetings with a number of major employers, industry associations, government bodies, and other organizations. Although these conversations centered on neither a direct nor implicit endorsement of Northeastern's programs, the receptivity for Northeastern's Master of Science in Project Management was discussed with organizations such as CIBC, Bank of Montreal, Robert Half, The Ian Martin Group, Cisco Canada, Microsoft Canada, Rogers Communications, Celestica, Manulife, Intact Insurance, AON Hewitt, Knightsbridge, and the City of Toronto's Office of Economic Development & Culture.

Section 8: Regulation and Accreditation

The Master of Science in Project Management does not currently have any government regulations or specific program accreditations associated with degree completion and practice. All Northeastern University graduate programs fall within the University wide accreditation process, assessment and review by the New England Association of Schools and Colleges.

Pleases see **appendix 8.a** for more information about the New England Association of Schools and Colleges accreditation standards.
Please see **appendix 8.b** for additional information about the Global Accreditation Center for Project Management.

Section 9: Nomenclature

The institution's degrees and other forms of academic recognition are named following practices common to North American institutions of higher education in terms of both length and content of the programs. Northeastern follows a standard model for all degrees. Semester programs are a minimum of 128 semester hours at the undergraduate level and last four years without cooperative education. Master's degrees are a minimum of 30 semester hours and generally last two years. PhD programs are generally 60 semester hours and last five to seven years. Quarter programs are a minimum of 160 credits at the undergraduate level, 80 for an associate's degree, and a minimum of 40 credits for Master's programs. Other programs are in keeping with standards at other institutions.

Following the degree standards outlined in the *Handbook for Private Organizations, 2010, Ontario*, Northeastern University nomenclature for the proposed degree program will meet the appropriate conveyance of a graduate level degree. The Master of Science for the proposed degree offering has been chosen to communicate the degree level. Following the Master of Science the degree communicates the discipline and focus of the program offering. The following Northeastern University guidelines for degree designations can also be found at the following link: http://www.facultysenate.neu.edu/documents/Graduate_Council_Bylaws.pdf

A. Guidelines for Degree Designations for Graduate Programs

These are intended as guidelines. Degree designations should follow field-specific standards. Any deviation from these guidelines should be justified in the program proposal.

1. Degree Designation for Master's Programs

There are several possible choices for the name of a master's program:

Master of Arts, Master of Science, Masters of Professional Studies, Masters of Arts in Teaching, Masters of Education, and the Professional Master.

Either of the first two degrees may or may not be designated: e.g. Master of Science in Chemical Engineering. The names(s) should follow established practice in the academic and professional area to be served, including consideration for accreditation and credentialing. Subject at all instances to this overriding consideration, the following guidelines are offered to govern those situations where practice and precedent are not definitive.

2. Selection of Name

If the degree program is practice oriented, either with no explicit scientific methodology, or with a method that is derived from practice rather than taught as preparation for practice and focuses upon a particular professional area, then the degree should be named as a Professional Master. This type of program is similar in all other respects to an MA or MS except for the professional orientation noted above: e.g., Master of Music, Master of Business Administration.

If the degree program is in the social sciences and requires a scientific methodology, where this qualification is taken to mean the knowledge and rigorous application of the principles of orderly investigation to the phenomena of nature and human experience, then the name of the degree program should be Master of Science or Master of Arts, depending on the norms in the discipline.

If the degree program is in the sciences, then the name of the degree programs should be Master of Science. If the degree program is in the humanities then the name of the degree program should be Master of Arts.

3. Designated versus Undesignated Master's Degree Programs

If the program is primarily research oriented, then the name of the degree program should be without designation. However, if the research orientation has a strong applied focus and an associated scientific methodology, then the degree program may be with designation. The designation versus undesignated decision is to be guided very strongly by consideration of tradition, accepted practice, professional recognition and accepted practice for determining credentials.

Please see **appendix 9.a** New England Association of Schools and Colleges policy on credit and degrees, which Northeastern University follows.

Section 10: Program Evaluation

University-Wide Quality Review Policies and Procedures

The establishment of new graduate programs involves a review process that begins at the department or college level and ends at the Board of Trustees. Except in the College of Professional Studies, which does not have a tenured or tenure-track faculty, programs are proposed by full-time faculty members. It is at the Provost's review stage that resource commitments — space, faculty, graduate stipends, and information resources — are determined. Ultimately, the primary responsibility for assuring the quality of graduate programs rests with the faculty and administrators charged with selecting the students, recommending degree candidates for that program, and developing and delivering a program's curriculum. While instruction for most graduate programs is by research-active Northeastern faculty members, instruction for professional master's degrees is often provided by professionals working in an industry. The Bylaws of the University-wide Graduate Council dictate that only full-time, terminally prepared faculty members at Northeastern can chair a PhD committee.

Northeastern University has undertaken a number of University-wide initiatives that have entailed reviewing the quality, integrity, and effectiveness of its academic programs. Developing integrated learning models to enhance the intentional linkage between course-based and out-of-classroom learning in undergraduate majors, creating a new mission statement for the University, and implementing a new general education curriculum have all required significant evaluation and assessment of existing programs in order to improve student learning and the programs that Northeastern delivers. Northeastern is also close to the professional community, and many of its programs are evaluated by working professionals who advise the University on essential skills for students and the relevance of Northeastern's academic programs in the rapidly evolving marketplace.

Faculty Involvement in Decision-Making

The Faculty Senate, which is comprised of representatives of both faculty and administration, ensures full participatory governance of the faculty in the University. The Senate maintains committees that engage collaboratively in every key university areas, including academics, enrollment and admissions policy, faculty development, financial affairs, and athletics. While all new programs and curricula are generated by the academic departments, the Faculty Senate reviews and approves all new programs, campuses, and substantive change in the University.

Assessment of Colleges, Departments, and Programs

Northeastern has a formal university-wide process for the review of academic units, including both departments and colleges. Ensuring the quality of the unit's degree programs is a major goal of the periodic review, which begins with the preparation of an internal self-study and includes a site visit with a committee of external reviewers chosen in consultation with the dean and the Provost. The Office of Institutional Research assists the unit in compiling data for the unit's self-study, including a variety of measures of student outcomes. For each degree program (both undergraduate and graduate) offered by the academic unit, the review includes:

- Description of the goals, priorities and challenges of the program
- Summary of how the program's goals intersect with those of the University's academic plan
- Outline of the department's strategic plan for the next five years, including goals for each academic program
- Description of processes for periodic review of curriculum and course contents
- Description of processes for assessing student learning outcomes
- Description of instructional innovation within the degree programs
- Five-year enrollment, retention and graduation information, including funding support for graduate students
- Information on graduates, including where possible placement of graduates.

The University-wide Academic Unit Review Committee advises the Provost in the design and implementation of reviews, with a focus on University-level issues such as overall guidelines for the review process, the timing of the reviews, and mechanisms for faculty input throughout the process. The Faculty Senate Agenda Committee shares responsibility for staffing this committee with the Provost's Office and receives an annual report from the committee.
In addition to the program-level assessment expectations embedded in the Academic Department Review process, the University has put in place revised guidelines for the creation of new degree programs that include explicit requirements for program assessment: identification of learning outcomes; identification of the evidence used to determine that graduates have achieved the stated outcomes, and of the people and process involved in interpreting the evidence; how assessment results will be used to improve the program's effectiveness; and a timeline for initiating assessment of the program. Guidelines for new program proposals are available at: http://www.northeastern.edu//provost/policies/documents/New_Program_Proposal_Guidelines.pdf

Institution-Wide Research and Resources Supporting Assessment

Institutional-level assessment occurs across the University through efforts from many offices. To coordinate institution-wide initiatives, a Joint Council was created with members drawn from the Office of the Provost and from Enrollment Management and Student Affairs. The Joint Council brings together managers who have responsibility in the areas of programming, recruitment and retention, data and metrics, existing policies and practices affecting students' academic progression, student support, and co- curricular offerings. One of this council's major ongoing projects is inventorying and reviewing current assessment approaches and developing a strategic assessment plan for the institution that is aligned with Northeastern's current mission and goals. As part of this process, the group has identified areas where efforts can be consolidated and areas where more work is needed, such as in assessment of the graduate student experience.
University-level standard assessments are also managed through the Office of Institutional Research. This unit oversees a multi-year cycle of university-wide surveys, using both national instruments and surveys developed locally with a special focus on Northeastern's mission and goals. In the past three years, particular attention has been given to optimizing use of

the available survey data to allow analysis and improvement of student learning outcomes, as exemplified by usage of the National Survey of Student Engagement (NSSE) and by usage of Northeastern's Survey of Recent Graduates.
Analysis of the 2009 NSSE data from Northeastern students in comparison with students at peer groups suggested that the distinctive strengths of Northeastern's experiential learning model were not fully realized for first-year students. In response, the Office of the Provost in 2010-2011 launched a number of initiatives intended to:

- expand experiential learning opportunities in the first-year curriculum;
- enhance first-year students' interactions with faculty; and
- ensure that first-year courses are academically challenging

Academic Review

Northeastern University and its academic programs are organized around its mission to educate students for a life of fulfillment and accomplishment as well as to create and translate knowledge to meet global and societal needs. The University is committed to educating students using an experiential model that interweaves the theoretical and the applied through work-related learning opportunities (CO-OP), aimed at connecting students' experiences in the classroom with practice-oriented experiences in real-world environments. A University-wide Academic Unit Review Committee advises the Provost in the design and implementation of reviews and mechanisms for faculty input throughout the process. The Faculty Senate Agenda Committee, along with the Provost's Office share the responsibility for staffing this committee and each receives an annual report from the Academic Unit Review committee.

In addition to the program-level assessment expectations embedded in the Academic Department Review process, the University has implemented revised guidelines for the creation of new degree programs that include explicit requirements for program assessment including:

- Identification of learning outcomes
- Identification of the evidence used to determine that graduates have achieved the stated outcomes
- The people and process involved in interpreting the evidence
- How assessment results will be used to improve the program's effectiveness
- Timeline for initiating assessment of the program.

The Faculty Senate supports the University Undergraduate Curriculum Committee (UUCC) which has the responsibility for oversight of the NU Core, including determining which courses and forms of experiential learning satisfy Core objectives and periodically review of the various components of the NU Core to ensure that its principles are maintained. The Implementation Committee developed model guidelines for writing intensive courses and developed a framework for the assessment of the NU Core. The assessment framework states that all courses included in the NU Core have established learning outcomes against which student performance is measured, and used for both programmatic and individual course refinement. The NU Core assessment framework is a foundational and critical part of a broader assessment plan of Northeastern.

Each of the schools and colleges has its own graduate school and commensurate director. Directors are responsible for admissions processes, monitoring, clearance, and programming matters within the unit. In the multi-department colleges, these offices work with departments on the admissions and financial aid processes.

One method of assessing student Learning Outcomes at the course level by students is through the new online Teacher Rating and Course Evaluation (TRACE) system. TRACE incorporates a wider range of questions concerning course content and instruction and a greater number of open-ended questions for student feedback than did the long-standing, paper-based Teacher and Course Evaluation (TCE) instrument. TRACE can also be used for midterm course evaluation, where its information can be directly applied to increasing learning for the instructor's current group of students as well as longer-term curricular enhancement.

Other research methods that support Student Learning Outcomes assessment are various surveys of student opinion on learning are also carried out routinely; inclusive of the National Survey of Student Engagement (NSSE), the Co-op Experiences Survey, and the Higher Education Data Sharing Consortium Graduating Senior Survey at the institutional

level, and various graduating senior and alumni surveys at the college level. Additional sources of assessment include industrial advisory board survey and surveys of co-op employers carried out at the institutional and college levels. Results from the cooperative education surveys are used continuously to inform co-op position refinement.

Northeastern University has undertaken a number of University-wide initiatives that include the review of academic program quality, integrity, and effectiveness. Moving from a quarter calendar to a semester calendar, developing integrated learning models to enhance the intentional linkage between course-based and out-of-classroom learning in undergraduate majors, creating a new mission statement for the University, and implementing a new general education curriculum required significant assessment and evaluation of existing programs in order to improve student learning and the programs delivered at Northeastern University. Northeastern is also close to the professional community. Many of its programs are evaluated by industry professionals who advise the University on essential and relevant skills for students in a rapidly evolving marketplace.

Quality Measures in the College of Professional Studies (CPS)

The College of Professional Studies has recently begun to establish a culture of progressive refinement through the implementation of an Academic Quality Assurance (AQA) program evaluation plan. This plan is systematic, consistent, and standardized across the college and integrates a mechanism for documenting annual reports, as well as monitoring and tracking the completion of progressive refinement plans.

The AQA program evaluation plan begins with a program mission statement that seeks to answer the question of "Why does this specific program exist?" and aligns the program with the mission statements of College of Professional Studies and Northeastern University. Each program also documents specific, measureable Student Learning Outcomes that are then operationalized and assessed via at least two direct measures and accompanied with a criteria and set of S.M.A.R.T. goals by which growth in both student learning and quality may be measured and refined.

Externally, these measures of academic quality assurance are used with regional and program specific accreditation agencies, as well as federal regulatory authorities. Furthermore, this AQA program evaluation plan assists the College of Professional Studies as it strives to be the national leader in part-time graduate education; an ambition not based in anecdotal snippets, but rather from a successful measurement and analysis, as well as documented story for telling a truly "great story" at the individual student, academic program, and college levels.

<u>Academic Benchmarks</u>
The creation, analysis, and evaluation of academic Key Performance Indicators (KPIs) for the College of Professional Studies ensure the continued success in meeting and exceeding the overall mission and goals of the College of Professional Studies. Academic KPIs will have internal and external benchmark for comparisons of both E- and S-Series data. E-Series data are primarily related to via the Direct Measures for assessing student learning outcomes (SLOs) (e.g., Major Field Tests [MFT] or professional certification exams in which external benchmarks based upon all persons in the United States who took the MFT), while S-Series data relate to Student Success factors (e.g., graduation rates, persistence rates, and course completion rates, such as withdrawals, incompletes, and failures).

Implementation of these E- and S-series data for every program is imperative for providing an examination of, monitoring, and documentation of the progress of each College of Professional Studies program in providing excellence in learning and the growth and development of students.

The College of Professional Studies, in conjunction with Center for Advancing Teaching and Learning Through Research and the main campus of Northeastern University, employs a consistent set of rubrics for assessing: (A) Critical Thinking and (B) Inquiry and Analysis - in all programs where capstone courses are used. These two rubrics will be included as a means of Benchmarking College of Professional Studies programs with those of the main campus, as well as with one another in College of Professional Studies.

In addition, the office for Academic Quality Assurance, working with lead faculty in each academic program of CPS, will deploy the use of additional rubrics developed in conjunction with the establishment of e-portfolios, capstone projects, and thesis projects for the assessment of SLOs. The use of a consistent set of rubrics that align with the Degree Qualification Profile used in the creation of academic program SLOs will also facilitate the establishment of benchmarking internally across academic programs within CPS and externally between CPS and those of other institutions.

Online Program Assessment

In an effort to align procedurally with the University's regular cycle of academic program review, the College of Professional Studies contracted Dr. Richard Clark and Atlantic Training, Incorporated (ATI) to perform the first of several comprehensive online program studies. ATI performed a comprehensive review of seven online College of Professional Studies graduate degree programs. After reviewing lessons, courses and programs via the Blackboard platform, ATI offered an assessment of the curriculum, online functionality, and pedagogy in our online degree programs. The initial analysis will yield recommendations on how College of Professional Studies may best incorporate best practices of online learning into current degree programs. ATI's study provides a set of criteria as well as assessment rubrics employed in regular review of College of Professional Studies online programs.

The Atlantic Training project has broader implications for the College of Professional Studies, as it is the first stage in implementing a regular process of academic program review to ensure the quality and rigor of College of Professional Studies coursework.

External Program Review

Northeastern University's Academic Quality Assurance unit involves external stakeholders through an External Program Review process. Through a self-study and a site visit by an External Program Review Committee, this process works to evaluate how the program supports the mission of the university, if the program is aligned with current industry demands and occupational trends, how the policies and procedures of the program ensure quality, the quality of the inputs to the program like faculty and infrastructure, and evidence of data-based decision making around curriculum and instruction decisions and a robust assessment of student learning process on a five year cycle.

Please see **appendix 10.a** for the External Program Review Committee procedures.

Please see **appendix 10.b** for the External Program Review Committee site visit schedule.

Faculty Assessment

The College of Professional Studies has developed a process by which faculty quality can be ensured, through nurturing current part-time and full-time faculty members as well as the strategic recruitment of new top-tier faculty to meet programmatic demands. During the next five years, the College of Professional Studies will establish the largest cadre of full-time teaching faculty members among colleges of continuing education. While classroom activity is the central component of a College of Professional Studies faculty member's function at the University, the College seeks to increase the prestige and recognition of the University through recruiting secondary expertise in the following areas:

- Faculty Achievement
  - Scholarship:
    - Publication
    - Presentations at conferences and workshops
  - Recognition:
    - Professional association awards
    - Grants and fellowships for study and research
  - Credentials
    - Earned terminal degrees in the discipline of expertise
    - Experience and achievement in professional practice

The future College of Professional Studies faculty will build on the current excellence in teaching and practical expertise, while engaging scholarship, professional activities and meeting expectations of terminal credentials. The College of Professional Studies, in establishing itself on the front line of a new educational model, should boldly determine for itself the new standard and quality measure for its faculty.

Academic Assessment

Northeastern University has a systematic and broad-based approach to the assessment of student learning. Northeastern addresses assessment at the level of colleges, departments, and academic programs. The University's recent accomplishments in assessment include a comprehensive review of Northeastern's general education program, the NU Core, and several general initiatives which benefit the entire institution.

Regional Accrediting Assessment

Northeastern University continuously self-assesses and formally reports every five years on its compliance with the eleven standards set forth by its regional accrediting body, The New England Association of Schools and Colleges (NEASC). The university most recently submitted its five-year interim report in 2013, and will face a full evaluation in 2018. Through maintaining its status as a member in good standing of the New England Association of Schools and Colleges Commission on Institutions of Higher Education (CIHE), Northeastern University engages in a detailed assessment of institutional quality. See **Appendix 8.a** for the NEASC document detailing the Eleven Standards Northeastern University follows for completing the self-assessment.

The following is from the preamble found on NEASC's website: https://cihe.neasc.org/standard-policies/standards-accreditation/standards-effective-july-1-2011

The New England Association of Schools and Colleges, one of six regional accrediting bodies in the United States, is a voluntary, non-profit, self-governing organization having as its primary purpose the accreditation of educational institutions. Through its evaluation activities, carried out by six commissions, the Association provides public assurance about the educational quality of those schools and colleges that seek or wish to maintain membership, which is synonymous with accreditation.

Institutions of higher learning achieve accreditation from the New England Association through its Commission on Institutions of Higher Education by demonstrating they meet the Commission's Standards for Accreditation and comply with its policies. The Standards for Accreditation establish criteria for institutional quality; in addition, the Commission adopts policies that elucidate the Standards, relate to their application, and otherwise ensure that the Commission is current with respect to changing circumstances in higher education and public expectation. Moreover, the Commission expects affiliated institutions to work toward improving their quality, increasing their effectiveness, and continually striving toward excellence. Its evaluative processes are designed to encourage such improvement.

Each of the eleven Standards articulates a dimension of institutional quality. In applying the Standards, the Commission assesses and makes a determination about the effectiveness of the institution as a whole. The institution that meets the Standards:

- has clearly defined purposes appropriate to an institution of higher learning;
- has assembled and organized those resources necessary to achieve its purposes;
- is achieving its purposes;
- has the ability to continue to achieve its purposes.

Please see **appendix 8.a** for the complete NEASC Standards for Accreditation.

Program Evaluation Committee for the proposed Greater Toronto Graduate Campus

As mentioned earlier, Northeastern University if given consent to establish a graduate campus in the greater Toronto Area will establish an Advisory Committee for each of its proposed programs. The Advisory Committee's assessment of

meeting minutes and subsequent annual report will be the basis for the objectives of the program evaluation committee. Once established, the Program Evaluation Committee structure will be as follows:

- Three to Four members- program director, faculty lead, two member of the advisory committee
- Meet annually after the advisory committee report is completed to assess, articulate and present findings as part of the overall assessment practice in place for graduate programs.

Section 11: Optional Material

Please see **appendix 11.a** for the College of Professional Studies Brochure.

Please see **appendix 11.b** for the NEASC letter of approval.

Appendix

Appendix 3.a Credit Transfer Policy

Appendix 4.a Course Outline Chart
Appendix 4.b Course Syllabi

Appendix 5.a Faculty Senate Bylaws
Appendix 5.b Faculty Handbook
Appendix 5.c Trace Survey
Appendix 5.d EvalKIT
Appendix 5.e NUonline PowerPoint
Appendix 5.f NU Teaching Online
Appendix 5.g NU Online course overview
Appendix 5.h Online Course Readiness
Appendix 5.i NEASC Self-Study Guide

Appendix 6.a Long Range Plan

Appendix 8.a Standards for Accreditation

Appendix 8.b Global Accreditation Center (GAC)

Appendix 9.a NEASC – Policy on Credits and Degrees

Appendix 10.a External Program Review Self Study
Appendix 10.b External Review Site Visit Schedule

Appendix 11.a College of Professional Studies Brochure
Appendix 11.b NEASC letter of approval

Appendix 3.a

Graduate Transfer Students

Graduate Students

An official transfer credit evaluation will take place once an applicant has been accepted to a certificate or degree program. Official transcripts and course descriptions will need to be sent directly to the Office of Graduate Admissions at the time of application. Graduate courses will not be evaluated for transfer credit if they were earned to fulfill an academic requirement for a graduate degree program. All graduate transfer credit awards are made on a case-by-case basis at the discretion of the graduate program director, the Senior Associate Dean of Academic & Faculty Affairs, and/or designee.

The College of Professional Studies reserves the right to revise transfer credit awards due to course duplication, student's change in program of study, or other reasons deemed necessary by the College.

Appendix 4.a

PJM Courses, Credit Hours, Course Descriptions, and Assigned Faculty/Highest Degree Earned		
Required Courses (25 q.h.)*	**Course Descriptions and Pre-Requisites**	**Quarter Hours**
PJM 5900	Foundations of Project Management: Is strongly recommended for students with little or no formal project management experience. Participants have an opportunity to examine the differences between general management and project management responsibilities. Provides a structured approach to managing any size project through a complete project life cycle. Introduces students to MS Project, which is one of the most utilized project management software tools. Participants have an opportunity to view online demonstrations and work with hands-on exercises to help apply this software tool to each phase of the project life cycle. (This course is required for students who do not have at least two years of professional experience working on projects. This course is only intended for those who are not familiar with professional project work. Students with two years or more of professional project experience should **not** take this course.)	3
PJM 6000	Project Management Practices (prerequisite): Provides an overview of the project management process. Emphasizes project definition, identification of project scope, project life cycle, and project planning. Uses case studies to examine best practices and common project management pitfalls.	3
PJM 6910	Capstone (recommended as last course): Offers students an opportunity to utilize all of the project management skills they have acquired in this master's certificate program to evaluate project processes and outcomes of a single project throughout the entire project life cycle. Examines both quantitative and qualitative methodologies, with an emphasis on tactical approaches and earned-value management. Also examines stakeholder analysis and practical techniques for reporting performance results. Prereq. PJM 5900 or PJM 6000.	

Choose five* of the following courses:		
PJM 6005	Project Scope Management: Offers insight into how projects are defined, evaluated, and ultimately translated into manageable project requirements and concrete deliverables. By learning how to identify stakeholder needs and convert those needs into viable, measurable project scope documentation, a project manager can successfully manage not only a project's scope but also make informed recommendations when tradeoffs between project scope, cost, and schedule become necessary.	3
PJM 6015	Risk Management:Examines quantitative techniques for risk assessment and decision making, as well as the steps and elements of a risk management plan, including the ongoing monitoring of risk factors. The accurate identification of risks, and understanding of how to account for the potential impact of risks, can greatly impact the likelihood of project success.	
PJM 6025	Project Scheduling and Cost Planning:A well-thought-out and well-managed schedule is critical to successful project management and is integral to the efficient management of project costs. Offers students an opportunity to learn effective tools and techniques that can allow project managers to translate specifications to realistic project plans that lead to resource-loaded schedule and baseline budget. These tools and techniques can be used to minimize bottlenecks and downtime, identify and plan for resource needs, develop contingencies, and manage risk and scope creep. This course builds on the project schedule to explore cost estimation methods, break-even analysis, earned value management, and to develop confidence levels. Offers students an opportunity to learn to manage the project budget and revise cost estimates. Topics include schedule development, cost estimating, and cost and schedule management through earned value management. Prereq. PJM 6000.	3
PJM 6135	Project Quality Management:Project Quality Management (PQM) is one of the nine Knowledge Areas outlined in the Project Management Institute's Project Management Body of Knowledge. This course is designed to provide detailed instruction in PQM processes, how to integrate PQM processes into the overall project plan, and how to prepare a Project Quality Management Plan. Encourages students to work together in a team environment to complete a PQM plan for a project.	
PJM 6140	Managing Troubled Projects: Project Quality Management (PQM) is one of the nine Knowledge Areas outlined in the Project Management Institute's Project Management Body of Knowledge. This course is designed to provide detailed instruction in PQM processes, how to integrate PQM processes into the overall project plan, and how to prepare a Project Quality Management Plan. Encourages students to work together in a team environment to complete a PQM plan for a project.	3

PJM 6145	Global Project Management: The state-of-the-art in project management has advanced to heavy use of global project management. This course expands the detailed treatment of project management into the global areas of environmental factors, national differences, cultural differences, outsourcing and virtual project management. Also addresses the Project Management Institute's Project Management Body of Knowledge practices as applied in the organization and the future of project management. Prereq. PJM 6000.	
PJM 6705	Portfolio Management in the Enterprise Environment: Defines the strategies, processes, methods of information, analysis, and preferred deliverables of an effective portfolio management approach. An ever-increasing number of project managers are being asked to manage multiple, sometimes interrelated, complex projects. This is now a cornerstone skill for a senior project manager. Offers students an opportunity to learn how to identify, select, and de-select in order to develop a balanced and desirable mix of projects to nurture by means of project termination decisions and management, as well as to attain a knowledge of the components, significance, and challenges of implementing enterprise-level project portfolio management (PPM) based upon the organization's strategic business goals.	3
*Students who take PJM 5900 are only required to take four courses in this section.		
Elective Courses (9 q.h.)		
Choose three of the following courses:		
CMN 6015	Introduction to the Digital Era: The Power of Social Media: Provides an introduction to social media concepts, including the historical, economic, and social foundations of Digital Era realities. Explores the potential applications of new technologies for both internal and external purposes, across a range of organizations and industries. Provides an introduction to social media leadership by addressing strategic responsibilities, issues, and challenges. Addresses Digital Era career-management responsibilities, including the need to establish a strong digital presence, stay current with changing technologies, and consider new and evolving positions and career trajectories. Offers students an opportunity to apply concepts by establishing and/or strengthening their own digital presence and professional brand, in addition to assessing the digital presence of relevant individuals and organizations.	3

CMN 6060	Negotiation, Mediation, and Facilitation: Introduces the techniques of dispute resolution. Emphasizes the processes of mediation, facilitation, and negotiation. Examines techniques suggested by practitioners and researchers regarding best practices for effective negotiation. A central part of the course requires students to participate in and evaluate negotiation simulations.	
CMN 6110	Group Dynamics and Interpersonal Conflict: Meeting Management: Examines common problems with organization meetings and intervention techniques that can be employed to reduce the tensions associated with such interaction. Discusses methods used for evaluating individual members in meeting contexts. A central part of the course involves participation in and evaluation of meeting interaction.	3
LDR 6110	Leading Teams: Examines principles of building highly effective teams by analyzing the variety of interrelated practices underlying group dynamics. Combines learning through classic case situations and contemporaneous experiences in a team-based simulation. Leadership is not a solo activity. Leadership only happens through others. Emergent leaders commonly begin with leading in the team sphere. Leading teams involves managing different personalities, cultures, conflicting political agendas, and varying skill levels while simultaneously securing resources and managing expectations of senior executives or other stakeholders internal or external to the organization.	
LDR 6135	The Ethical Leader: Considers the conflicts that can arise when individual values conflict with those of the organization. Uses case studies and current events to examine actions leaders have taken and consequences faced when confronted with ethical dilemmas. From crises within our religious institutions to corporate fraud, our news is filled with examples of an ethical void in leadership and our society today. Citizens and employees alike are demanding that our leaders go beyond mere accountability for their actions; they're demanding moral leadership in both our institutions and society overall. From these discussions, students have an opportunity to develop a personal model for ethical leadership.	
COP 6940	Personal and Career Development (enrollment into this course requires participation in the cooperative education program): Offers a companion course to an internship or co-op. Offers students an opportunity to use the work experience along with this course to (1) clarify vision of a successful professional and personal future and identify goals to creating that vision; (2) identify strengths, weaknesses, and communication and conflict-management preferences; (3) design a career action plan; and (4) develop and practice articulating professional goals, personal brand, and knowledge and experience gained from the co-op. Encourages students to engage in a combination of (1) introspection; (2) critical reflection on experiences in the workplace and with online collaborative learning and group behavior; (3) learning to identify and analyze career and personal development opportunities in the external environment; and (4) practicing communication, relationship building, conflict management, and leadership skills. Prereq. Permission of the CPS Office of Cooperative Education.	3
Choose one of the following concentrations (15-16 q.h.):		

Clinical Trial Design Concentration*		
BTC 6211	Validation and Auditing of Clinical Trial Informatics: "Presents a comprehensive overview of the management of quality assurance in clinical trials, Good Clinical Practices (GCP), and management of audit outcomes, as well as current issues and trends in the validation and auditing of clinical studies. Prereq. BTC 6210 or PJM 6000.	4
BTC 6213	Clinical Trial Design Optimization and Problem Solving: Discusses quantitative data analysis in creating dynamic drug-disease models, strategic market models, trial simulation models, and integrated financial models, which enable key variable analysis in clinical trial developments in real time. This integrated approach allows all decisions in the design to optimize value against both scientific and business criteria simultaneously and continuously. Offers students an opportunity to learn to take a complete view of the development process at the outset -- across time, across the portfolio, and at all levels in the organization. This allows for greater insight into a drug's potential early in the process and leads to a more focused program for promising compounds, including an optimized clinical trial design. It also allows for earlier cessation of unpromising clinical trials, saving time and funds. Prereq. (a) BTC 6210 and (b) RGA 6100 or PJM 6000.	4
PMC 6212	Clinical Drug Development Data Analysis: Concepts: Examines the process of planning, collecting, analyzing, and reporting data from drug development studies. Focuses on the goals of each phase (1-4) of the clinical drug development process and how to achieve these objectives within the confines of the FDA regulations and ICH guidelines. Covers requirements in other countries, including the UK Data Protection Act, issues related to the differences between the development of drugs for oncologic or AIDS indications compared to traditional drugs, cultural influences, current standards of therapy, the need for validated tools, and failure analyses. Prereq. (a) BTC 6210 and (b) RGA 6100 or PJM 6000.	4
RGA 6210	Strategic Planning and Project Management for Regulatory Affairs: Introduces the core concepts of strategic planning and project management. Seeks to equip regulatory professionals with the skills needed to join upper corporate management in choosing which products to pursue and how best to pursue them. Offers students an opportunity to learn how to guide medical device teams through the design and development stages. Emphasizes the role of product classifications in demonstrating the safety, efficacy, and performance of medical devices for human use. The curriculum and assignments offer a chance to carefully study the function and format of presubmission meetings with U.S. and other global regulatory agencies, as well as understand their role in gaining regulatory approval for market sale. Prereq. RGA 6202, RGA 6220, or PJM 6000.	4
Construction Management Concentration (online only)*		

CMG 6400	Introduction to Construction Management (prerequisite): Designed to provide the foundation in both technical skills and individual written and verbal communication for construction managers. Since students come to the program from a variety of educational and experience backgrounds, one purpose of this course is to assess and bring all students to the level necessary for successful completion of the program. To achieve this, students are offered an opportunity to become familiar with the processes required for planning and control, including estimating, cost control, and accounting of a project's costs. They practice scheduling techniques, progress monitoring, and reporting approaches for projects. The course provides an introduction to organizations, purchasing, and legal aspects of construction, such as contracts and construction law.	4
CMG 6402	Alternative Project Delivery Methods and Project Controls: Provides a comprehensive overview of alternative project delivery systems in public and private sectors. Topics include project life cycle, project development; schedule; cost and management; project and program management; project closeout; and innovative financing strategies, including contractor financing and super turnkey. Examines international projects, contracts, and partnering options (for example, JVs and alliances) as vehicles to ensure the meeting of project objectives. Uses case studies to identify and practice the leadership skills required for successful project execution.	4
LDR 6110	Leading Teams: Examines principles of building highly effective teams by analyzing the variety of interrelated practices underlying group dynamics. Combines learning through classic case situations and contemporaneous experiences in a team-based simulation. Leadership is not a solo activity. Leadership only happens through others. Emergent leaders commonly begin with leading in the team sphere. Leading teams involves managing different personalities, cultures, conflicting political agendas, and varying skill levels while simultaneously securing resources and managing expectations of senior executives or other stakeholders internal or external to the organization.	3
Geographic Information Systems Concentration (online only)*		
GIS 5101	Introduction to Geographic Information Systems: Introduces the use of a geographic information system. Topics include applications of geographic information; spatial data collection; data accuracy and uncertainty; data visualization of cartographic principles; geographic analysis; and legal, economic, and ethical issues associated with the use of a geographic information system.	3
GIS 5102	Fundamentals of GIS Analysis: Explores the practical application of GIS to support geographic inquiry and decision making. Focuses on technical knowledge of the common tasks that a GIS analyst faces in applying GIS to a variety of spatial problems. Offers students an opportunity to gain hands-on experience with a leading commercial GIS software package. Prereq. GIS 5101 (which may be taken concurrently).	3

RMS 5105	Introduction to Remote Sensing: Provides an overview of remote sensing principles and their earth and environmental science applications. Covers four general categories: 1) physical processes/theories involved in remote sensing, e.g., the nature and properties of electromagnetic radiation and how it is affected by interactions with the atmosphere and earth's surface; 2) different sensor types including optical, thermal, and microwave systems; 3) different applications of remote sensing such as land-use, land-change, vegetation, natural environmental, natural hazards, planetary environments, and military; and 4) methods of remote sensing as applied to analyzing images and extracting desired information.	3
GIS 5201	Advanced Spatial Analysis: Provides an overview of remote sensing principles and their earth and environmental science applications. Covers four general categories: 1) physical processes/theories involved in remote sensing, e.g., the nature and properties of electromagnetic radiation and how it is affected by interactions with the atmosphere and earth's surface; 2) different sensor types including optical, thermal, and microwave systems; 3) different applications of remote sensing such as land-use, land-change, vegetation, natural environmental, natural hazards, planetary environments, and military; and 4) methods of remote sensing as applied to analyzing images and extracting desired information.	3
Choose one of the following courses:		
GIS 6340	GIS Customization: Provides an in-depth introduction to the customization of Esri ArcGIS using Python. The focus is on providing a fundamental understanding of how Python is integrated into ArcGIS 10. Students have an opportunity to gain a working knowledge of how to apply Python in ArcMap. Weekly assignments are deigned to provide hands-on experience with ArcGIS, Modelbuilder, Python, geoprocessing, and ArcPy. ESRI Virtual Campus classes are used to enhance the materials being explored in the text and exercises. Prereq. GIS 5101 and basic understanding of ArcGIS.	3
GIS 6350	GIS Management and Implementation: Examines strategies for successful GIS management and implementation in an organizational context. Investigates four primary issues: implementation planning, data management, data and technology assessment, and organizational setting. Prereq. GIS 5101.	3
GIS 6370	Internet-Based GIS: Introduces the basic concepts associated with publishing spatial data and serving maps on the Internet. Examines the use of Internet mapping software, as well as the basics of designing and operating an effective map publishing and customization environment. Prereq. GIS 5101.	3

GIS 6390	Business Applications of Geographic Information Systems: Explores the use of a geographic information system for business applications. Introduces spatial data analysis as it applies to sales, marketing, and demographic analysis; service and sales territories; call planning and routing; and reporting and presentation mapping. Offers students an opportunity to gain hands-on experience with the basic functionality of industry standard business mapping software. Prereq. GIS 5101 and GIS 5102.	3
GIS 6391	Healthcare Applications of Geographic Information Systems: Illustrates key applications, methods, and techniques of health incidence and management through the use of geographic information systems (GIS) software. Examines the uses and applications of GIS in the health industry as it is used by local agencies, such as public health units, and larger entities, such as the Center for Disease Control (CDC) and the World Health Organization (WHO). Offers students an opportunity to integrate GIS methods with a variety of situational tutorials, exploring issues such as the advantages and limitations of health data, culminating in a final course project. Prereq. GIS 5101 and GIS 5102.	3
Information Security Management Concentration*		
ITC 6300	Foundations of Information Security: Provides a conceptual overview of information security management and information assurance (IA). Topics covered at an introductory level include information security and information assurance principles, information technology security issues, and security technologies and processes. Governance issues include policy, law, ethics, standards, as well as organizational models and communications. Risk management issues include risk assessment, threats, vulnerabilities, and security life-cycle management.	3
ITC 6315	Information Security Risk Management: Focuses on assessing, modeling, communicating, and addressing risk issues. Covers statistical, financial, technical, and other risk-assessment and risk-modeling techniques and tools. Explores policy and governance frameworks for information security risk management and the legal, behavioral, and social issues that arise in implementing security policies. Offers students an opportunity to develop risk assessments and present and justify mitigation proposals.	3
ITC 6310	Information Security Governance: Covers the foundations for the policy, law, regulatory, and ethical accountability frameworks that information security risk managers must work within. Information security governance is an overarching consideration in all risk-management-related endeavors, and it is understood to be of supreme importance for information security since many issues have legal, regulatory, policy, and ethical considerations.	3
ITC 6320	Information Security Technology: Covers key information security technologies and the context needed for deploying them successfully. Security technology has come a long way, and organizations need to deploy a variety of security devices and tools, such as intrusion detection systems and firewalls, to solve the most pressing information security problems.	3

Choose one of the following courses:		
ITC 6305	IT Infrastructure (Systems, Networks, Telecom): Introduces the elements of IT infrastructureâ€"systems, networks, and telecommunications. Telecommunication fundamentals include data, voice, image, and video. Covers the concepts, models, architectures, protocols, standards, and security for the design, implementation, and management of digital networks. Discusses the essentials of local area networks (LANs), metropolitan area networks (MANs), and wide area networks (WANs).	3
ITC 6345	Systems and Network Administration: Focuses on the skills, tools, and best practices required to provide and support computing infrastructure and services. Covers system installation and configuration, defining users and groups, user authentication, file systems, configuring and managing system and network services, client/server systems, and Web site administration. Also discusses troubleshooting, backup/recovery, security issues and policies, user/customer interaction, and the ethical and legal responsibilities of a system administrator.	3
MIS 6080	Network Security Concepts: Focuses on security concepts, issues, terms and definitions, as well as the strategic value of being secured. Key topics include planning for network security, security and network protocols, end-user and administrator training, and securing existing networks. Addresses management issues related to network security, including the ethical considerations that arise from decisions regarding access, reporting, monitoring, and use.	4
MIS 6082	Network Protection: Examines the technical methods used to ensure that information using wired and wireless media reaches only those for whom it was intended. Covers the technical tools to protect information from external compromise. Explores load balancing, wireless access, Web security issues, and network intrusion detection. Offers students an opportunity to develop a detailed understanding of authentication, firewall configuration, and rule sets and to learn to address and prevent security issues related to intranets, extranets, enterprise networks, and the Internet.	4
Leadership Concentration		
LDR 6100	Developing Your Leadership Capability (prerequisite): Providing the foundation for the master's degree program, this course starts with the premise that everyone is capable of leadership. It establishes this premise by exposing course participants to a series of alternative perspectives of leadership, including some contemporary collaborative models. From careful consideration of these perspectives, as well as from applying them using action learning methods, participants will build a personal model of leadership that they can put to immediate use in their workplace.	3

LDR 6110	Leading Teams: Examines principles of building highly effective teams by analyzing the variety of interrelated practices underlying group dynamics. Combines learning through classic case situations and contemporaneous experiences in a team-based simulation. Leadership is not a solo activity. Leadership only happens through others. Emergent leaders commonly begin with leading in the team sphere. Leading teams involves managing different personalities, cultures, conflicting political agendas, and varying skill levels while simultaneously securing resources and managing expectations of senior executives or other stakeholders internal or external to the organization.	3
LDR 6120	Creating Leadership Capacity: Developing Bench Strength: Studies the structure and dynamics of organizations, combining relevant research from the fields of organizational theory, social psychology, and management science to offer students an opportunity to deepen their understanding of effecting change in organizations. Understanding organizational dynamics and developing leadership capacity within the organization are two critical challenges facing leaders today. Focuses on developing leadership capacity, or bench strength, throughout an organization. Offers students an opportunity to diagnose their own organizations so that they can respond with the most appropriate structure and processes to create leadership capacity in their environment. Prereq. LDR 6100.	3
LDR 6140	Developing the Strategic Leader (recommended as last course): Seeks to build participant strategic thinking skills through case analyses of relevant businesses and institutions. Based on these analyses, students have an opportunity to develop recommendations for their own organizations' success and actions they can take to influence strategic change. Effective leaders look within and beyond their organizations to determine the right direction for action. Leadership capability extends beyond operational excellence; it requires an appreciation of the external environment and its impact on the organization. A common gap in leadership competence of today's administrators and managers is the ability to consider the role of the organization within its wider technologic, competitive, and economic environment. Prereq. LDR 6100 and LDR 6120.	3
Choose one of the following courses:		
LDR 6135	The Ethical Leader: Considers the conflicts that can arise when individual values conflict with those of the organization. Uses case studies and current events to examine actions leaders have taken and consequences faced when confronted with ethical dilemmas. From crises within our religious institutions to corporate fraud, our news is filled with examples of an ethical void in leadership and our society today. Citizens and employees alike are demanding that our leaders go beyond mere accountability for their actions; they're demanding moral leadership in both our institutions and society overall. From these discussions, students have an opportunity to develop a personal model for ethical leadership.	3

LDR 6125	Managing Organizational Culture: Uses case studies to analyze organizations to define various organizational cultures and to determine ways to most effectively manage in that environment. Management vision and values, history, size, physical characteristics, and industry all contribute to the creation of an organization's culture. The structures and processes created within each culture influence the behavior of individuals working within it. While leaders in one culture may thrive, others barely survive. Discusses what behavior the organizational culture is affecting; the impact the organization's culture has on its strategy; how one can influence the culture of the organization; and how the culture survives in an era of mergers and acquisitions. Prereq. LDR 6100.	3
Organizational Communication Concentration		
CMN 6010	Foundations of Organizational Communication: Examines fundamental principles and theories as well as the range of topics within the field. Analyzes the effects of communication on organizational quality and methods of managing information. Discusses specific skill sets necessary for effective internal communication and the value and methods used to create organizational networks. Studies the influence of organizational culture on organizational communication. Introduces elements of crisis communication, intercultural communication, and communication assessment.	3
CMN 6020	Ethical Issues in Organizational Communication: Examines ethical questions that directly affect how organizations communicate and what they choose to relay and omit to their various audiences. Organizational women and men are compelled to make ethical decisions when they communicate. Proponents of strategic ambiguity in and for organizations have been confronted and countered by other theorists who reject ambiguity as a euphemism for lying. Analyzes cases and academic studies that reflect how ethical and unethical communication affected the fortunes of organizations. Analyzes and evaluates the practical values of ethical yardsticks.	3
CMN 6050	Crisis Communication: Examines crisis communication from the perspective of practitioners as well as academics. Both groups have examined accommodation as well as avoidance strategies for crisis communication. Crises are a fact of life in organizations. Natural disasters, sexual harassment charges, psychopathic acts, and product callbacks are a few situations that require intelligent communication to internal and external stakeholders. Includes analysis of several crisis-communication studies, including recommendations for "what I would have done instead." Reviews the elements of an effective crisis communication plan and development of communication tactics for a range of stakeholder audiences.	3

CMN 6090	Organizational Culture, Climate, and Communication: Examines the relationship between organizational culture and communication and discusses the advantages and elements of a supportive communication climate. Some researchers believe that the culture of the organization drives the communication quality in an organization. Examines both case analysis and academic research to address common problems pertaining to cultivating supportive communication climates and methods for improving these climates. Prereq. CMN 6010.	3
CMN 6110	Group Dynamics and Interpersonal Conflict: Examines common problems with organization meetings and intervention techniques that can be employed to reduce the tensions associated with such interaction. Discusses methods used for evaluating individual members in meeting contexts. A central part of the course involves participation in and evaluation of meeting interaction.	3
	Total Quarter Hours: 45-46	

Appendix 4.b

Northeastern University Online
College of Professional Studies
Course Syllabus

BTC 6211 Validation and Auditing of Clinical Trial Information
12-week term

Meeting Location and Time
This course meets Monday evenings from 5:50 PM – 8:30 PM. Classroom TBD.

Required Text:
Clinical Trials Audit Preparation: A Guide for Good Clinical Practice (GCP) Inspections
Vera Mihailovic-Madzarevic
Wiley Publishing (June 1, 2010)
ISBN-10: 0470248858 or ISBN-13: 978-0470248850

Course Prerequisites
There are no prerequisites for this course.

Course Description
Regulatory agencies and clinical study sponsors are intensifying their global efforts to validate and audit clinical study data. This course provides a comprehensive overview of the management of quality assurance in clinical trials, GCPs, and management of audit outcomes as well as current issues and trends in the validation and auditing of clinical studies.

Course Outcomes
BTC 6211 is designed to provide students the opportunity to become knowledgeable about GCP and Quality Systems as they relate to aspects of validation and auditing clinical trial data including:

- Role of Institutional Review Boards (IRBs), informed consent and protocol development
- Initiation of the clinical trial and participating sites
- Data collection & management; statistical plan and systems validations
- Clinical trial monitoring and clinical audits

Course Methodology
Each week, students will be expected to:
- Review the week's learning objectives
- Complete all assigned readings in preparation for class discussion
- Complete all lecture materials in preparation for class discussion
- Complete and submit all assignments and exams by the due dates

Student preparation is anticipated to take between 6-8 hours per week, including reading and completing any assignments.

Communication / Submission of Work
There are multiple forums for communication in this course. These include:

- Water Cooler (for non-urgent issues and to communicate with classmates)
- E-mail (generally reserved for specific questions and personal issues)
- Electronic Assignments folder (for submitting assignments through Blackboard)

Grading/Evaluation Standards
Grading for participation, written assignments and exams will be based on accuracy and presentation (readability, spelling/grammar, conciseness, effective word usage, and inclusion of appropriate references) of responses. Students who submit work after the deadline will be penalized at the Instructor's discretion.

Content, organization, and mechanics all will be considered in grading final versions of written assignments. There is the expectation that students' written work will be clear, comprehensible and competently produced. For more information on grading standards, students should reference the CPS Student Handbook, at http://www.cps.neu.edu/student-services/student-handbook.

- **Participation (20%)**

- **Two (2) Written Assignments (collectively worth 40%)**
  The assignments will be short papers (e.g. 3-6 pages). Specific instructions for each assignment will be provided in advance. The intent is to provide the student with an opportunity for practical application of the knowledge gained in the readings. Additional specific instructions will be included with each assignment.
  While the principal goal of this course is the acquisition of knowledge in the subject area, students should be aware that the College of Professional Studies requires that clear and effective writing be an integral part of the learning process.

- **Midterm Exam (20%), Final Exam (20%)**
  The exams will consist of true / false, multiple choice, short answer and / or short essay questions. These assessments are timed and expected to be completed in one sitting. Students are expected to be familiar with taking exams on Blackboard but should consult with Blackboard Technical Help if support is needed. A guidance document which clearly outlines exam policies and expectations will be provided to students in advance of the exam. Students are expected to review the document and ask any questions regarding the policies prior to launching the exam on Blackboard.

Class Schedule / Topical Outline

Week	Dates	Topic	Assignments
1	9/12	Good Clinical Practices Overview	Reading as assigned
2	9/19	The Role of the Sponsor of a Clinical Trial	Reading as assigned
3	9/26	Selection of Investigative Sites	Reading as assigned
4	10/3	The Role of IRBs and IECs	Reading as assigned
5	10/10	**Columbus Day – SCHOOL CLOSED**	
6	10/17	The Informed Consent Process	Reading as assigned
7	10/24	**Mid-term Exam**	
8	10/31	The Clinical Trial Protocol	Reading as assigned
9	11/7	Clinical Trial Initiation	Reading as assigned
10	11/14	Monitoring and Audit Plans	Reading as assigned
	11/21 – 11/27	**Thanksgiving break – SCHOOL CLOSED**	
11	11/28	Data Collection & Management	Reading as assigned
12	12/5	**Final Exam**	Final exam is cumulative

Academic Honesty and Integrity Statement
The University views academic dishonesty as one of the most serious offenses that a student can commit while in college and imposes appropriate punitive sanctions on violators. Here are some examples of academic dishonesty. While this is not an all-inclusive list, we hope this will help you to understand some of the things instructors look for. The following is excerpted from the University's policy on academic honesty and integrity; the complete policy is available in the student handbook (see page 37).

- *Cheating* – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise. This may include use of unauthorized aids (notes, texts) or copying from another student's exam, paper, computer disk, etc.
- *Fabrication* – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.
- *Plagiarism* – intentionally representing the words or ideas of another as one's own in any academic exercise without providing proper documentation by source by way of a footnote, endnote or inter-textual note.
- *Unauthorized collaboration* – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual's.
- *Participation in academically dishonest activities* – Examples include stealing an exam, using a pre-written paper through mail order or other services, selling, loaning or otherwise distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts; alternation, theft, forgery, or destruction of the academic work of others.
- *Facilitating academic dishonesty* – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

Northeastern University Online Policies and Procedures
For comprehensive information please go to http://www.cps.neu.edu/online/

Northeastern University Online Copyright Statement

Northeastern University Online
College of Professional Studies
Course Syllabus

Course Number & Title: BTC 6213 Clinical Trial Design Optimization and Problem Solving
12-week term

Required Text(s)/Software/Tools:

There is **one required textbook** for this course – available in the bookstore on campus. *Please check the CRN number* to make sure you have the right text – this course is Key Number (CRN) 70778. Additional readings will be provided during the quarter.
Friedman LM, Furberg CD and DeMets DL. Fundamentals of Clinical Trials. Fourth Edition. Springer, New York 2010 (ISBN 978-1-4419-1585-6)
Note: Students should have the text by the end of Week 2.

Optional references you may consider include:

1. Hulley, Cummings, Browner, Grady and Newman (eds): Fundamentals of Clinical Trials
2. Pocock: Clinical Trials: A Practical Approach
3. Wang and Bakhai: Clinical Trials – A Practical Guide to Design, Analysis and Reporting
4. Chow and Liu: Design and Analysis of Clinical Trials
5. O'Grady and Joubert: Handbook of Phase I/II Clinical Drug Trials
6. Petrie and Sabin: Medical Statistics at a Glance

Course Prerequisites

There are no prerequisites for this course.

Course Description

Discusses quantitative data analysis in creating dynamic drug-disease models, strategic market models, trial simulation models, and integrated financial models, which enable key variable analysis in clinical trial developments in real time. This integrated approach allows all decisions in the design to optimize value against both scientific and business criteria simultaneously and continuously. Offers students an opportunity to learn to take a complete view of the development process at the outset across time, across the portfolio, and at all levels in the organization. This allows for greater insight into a drug's potential early in the process and leads to a more focused program for promising compounds, including an optimized clinical trial design. It also allows for earlier cessation of unpromising clinical trials, saving time and funds..

Course Outcomes

Students will have the opportunity to:

1. Become familiar with the role of clinical trials in the overall clinical development process
2. Become knowledgeable about basic clinical trial designs and how they are used in the various phases of clinical development

3. Become familiar with the role of data collection and how it can affect the analysis and outcome of a clinical trial
4. Become familiar with the role of statistical plans and their relationship to clinical trial designs

Course Methodology

Each week, you will be expected to:

1. Review the week's Syllabus.
2. Complete all assigned readings and come to class prepared for discussion.
3. Review any additional handouts for the week.
4. Complete and submit all assignments and tests by the due dates.

Communication/Submission of Work

Student's work will be evaluated on the correctness of the technical content relating to any written test, or final paper. In addition, all answers from quizzes, tests and written work are to be clear, concise, and professional. All required quizzes tests and final papers not submitted to the instructor on time shall receive a Zero for a mark. Partial credit will be granted for the correct portions of incorrect answers. Please reference the Northeastern Grading Standards as defined in the CPS Student handbook at http://www.cps.neu.edu/student-services/student-handbook

The scoring for work will be based on the following:

Mid-Term 35%

Final Exam 35%

Final Paper 30%

It is expected that all student's written work will be clear, comprehensible, and competently produced as expected of a Masters Level candidate at Northeastern University.

The Final Paper for the course is to be not more than 8 pages and not less than 6 pages in length single-spaced. The Final Paper can be any Topic that has been taught throughout this course. Please choose a Topic that interests you that is covered in the Textbook.

Grading/Evaluation Standards

Grading System

Please note the grading system to be used for this course:

Letter Grade	**Numeric Equivalent (%)**
A	> 96.00
A-	90.00 – 95.99
B+	86.00 – 89.99
B	83.00 - 85.99
B-	80.00 – 82.99
C+	76.00 – 79.99
C	73.00 – 75.99
C-	70.00 – 72.99

Class Schedule / Topical Outline

Week	Dates	Topic	Assignments
1	9/12 – 9/18	Introduction: Strategic Planning and Portfolio Management	Chapter 1
2	9/19 – 9/25	Clinical Pharmacology and the Role of Preclinical Studies	
3	9/26 – 10/2	Defining the Question	Chapters 2-4
4	10/3 – 10/9	Clinical Development Overview	Text Chapters 5-7 and 9
5	10/10 – 10/16	Basic Study Designs I	Text Chapters 5-7 and 9
6	10/17 – 10/23	Basic Study Designs II	Text Chapter 13 and 20 Midterm Exam (Weeks 1-6)
7	10/24 – 10/30	Data Management	Text Chapters 11-12
8	10/31 – 11/6	Clinical Trial Management	Text Chapters 10 and 14
9	11/7 – 11/13	Statistical Plans	Text Chapters 8 and 15-17
10	11/14 – 11/20	Postmarketing Studies	Final Paper Due
	11/21 – 11/27	Thanksgiving break	
11	11/28 – 12/4	Study Closeout and Reporting Results	Text Chapters 18-19 Final Exam
12	12/5 – 12/10	Last week of class-Final Exam Due	

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- *Fabrication* – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.
- *Plagiarism* – intentionally representing the words or ideas of another as one's own in any academic exercise without providing proper documentation by source by way of a footnote, endnote or intertextual note.

- *Unauthorized collaboration* – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual's.
- *Participation in academically dishonest activities* – Examples include stealing an exam, using a pre-written paper through mail order or other services, selling, loaning or otherwise distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts; alternation, theft, forgery, or destruction of the academic work of others.
- *Facilitating academic dishonesty* – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

Northeastern University Online Policies and Procedures

For comprehensive information please go to http://northeastern.edu/online

Northeastern University Online Copyright Statement

Northeastern University
College of Professional Studies

CMG 6400 Introduction to Construction Management
CRN: 80137
Location; VTL
CPS Quarter, 12 week term

You can access the course at http://nuonline.neu.edu/ by clicking on the course link under the "My Courses" tab.

Note: Courses you are enrolled in will not show up in CPS Blackboard until the start date of the term.

For computer access, the NEU library can be used 7 days a week: http://www.lib.neu.edu/

Required Textbook(s)/Materials

Construction Project Administration, Edward R. Fisk and Wayne D. Reynolds, 9th Edition, Prentice Hall, copyright 2010. ISBN 13: 978-0-13-500007-6

Software

Microsoft Office (Word, Excel and Powerpoint) typically used for student's assignment submission; Microsoft Project Scheduling tool is optional for use in developing the construction schedule for the group project.

Course Prerequisites

a) Courses: There are no course prerequisites for CMG 6400; however, either some experience or a working knowledge of the project management process would be helpful.

b) Student Competencies:

Microsoft Word, Microsoft Excel and Microsoft Power Point are used throughout. Students are expected to already be proficient in the use of these programs.

Students will be expected to complete assignments on a periodic basis and present it in APA Paper Format. Documents describing APA format are available in the course.

Course Description

This course is designed to provide the foundation in technical skills, as well as individual written and verbal communication skills necessary for today's construction managers and superintendents. Since students come to the program from a variety of educational, experience and cultural backgrounds, we will assess those student backgrounds and bring all students to a common learning level necessary for successful completion of the course. To achieve this, students are offered an opportunity to become familiar with the processes required for planning and control, including estimating, cost control, and accounting of a project's costs. Students will practice scheduling techniques, progress monitoring, and reporting approaches to projects. This course provides an introduction to teams and organization structure of the owner, designer and construction professionals. Additionally, this course will address project quality and touch on legal aspects of construction, including delivery techniques and construction contracts.

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Learning Outcomes

During the course, students will have the opportunity to learn the basic techniques and concepts pertaining to construction project management. The material taught in this course will look at the various stages of a construction project – from pre-construction through project close-out. Focus will be on the "project triangle", also known as the "triple constraint" – on time, on budget, meets specification, with additional consideration given to such topics as project safety and risk management.

Additionally, students will be expected to:

Understand the role of the Project Manager in today's construction
Have a working knowledge of the basic project management vocabulary, terms, processes, tools, processes and methods
Use the text and additional materials provided by the instructor
Combine theory learned from the book and course materials with the experience gained from real-world practice
Combine the strategic planning and thinking with the tactical approach to project management
Use relevant concepts to analyze and assess and explain yourself on the Discussion Board

Course Methodology

Each week you will view lecture materials, read more about the lecture topic in your course text and then you will participate in the Discussion Board and complete assignments where you will have a chance to apply what you've learned.

Each week, you will be expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Complete all lecture materials for the week.
4. Participate in the Discussion Board.
5. Complete and submit all assignments by the due dates.

Weekly Structure	
Day 1	Monday – Week DB begins
Day 2	Tuesday - DB
Day 3	Wednesday - DB
Day 4	Thursday - initial DB replies
Day 5	Friday - DB
Day 6	Saturday – replies to student DB threads
Day 7*	Sunday – Assignments typically due by 5pm Eastern Time

There will be a group exercise where students will be split into groups, forming their own construction companies and organizational structures. Each group will be asked to prepare a bid response to a Request For Qualifications (RFQ). Research and group collaboration will be required.

Grading/Evaluation Standards

Student participation is required in all aspects of the course. Participation in discussions is defined very clearly as contributing throughout the week to all of the discussions in that week.

Minimal preparation is reading the material, and being able to summarize what it is about, what the issue is, and what you would recommend.

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Superior preparation involves being able to (i) summarize the situation/problem presented by the case; (ii) recommend a solution to the discussed problem; (iii) support your recommendation with relevant details and analyses; (iv) back up your sources with correctly formatted references; and (v) discuss innovative solutions, or why obvious solutions might be discounted.

The instructor reserves the right to scale grades as needed.

Late Submission of Work

Each assignment is due on the date and time indicated - late assignments will have points deducted and be graded accordingly. There are no make-up dates or extensions for the assignments except for documented personal emergencies or special permission granted by the instructor in writing. Special permission must be requested in writing to the instructor at least two days prior to the due date of the assignment.

The course grading will be weighted as follows:

Evaluation Measures	
Assignments	20%
DB Participation	30%
Group Project	25%
Mid-Term	10%
Final Exam	15%

Grading Rubric

Letter Grade	Low	High
A	94	100
A-	90	93
B+	87	89
B	84	86
B-	80	83
C+	76	79
C	73	75
C-	70	72
F	0	69

Participation/Discussion Board

Each week there is an assigned discussion topic. Students are expected to research the topic and to contribute comments in the discussion forums throughout the week. Initial discussion contribution must be posted by Thursday (Day 4) of that week. Students must also post at least two peer responses by Saturday (Day 6) to meet the *minimum* discussion requirements. More participation is encouraged and lends itself to more shared learning between instructor and students, as well as between fellow students. Feel free to share your personal experiences. Discussion Board is confidential and information remains between members of the class. The Discussion Board is the biggest percentage (30%) of your overall grade.

In drafting your responses, please keep the following guidelines in mind:

Be timely in responses.
Feel free to share your own personal experiences to augment or supplement the point(s) you are making.

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Make sure the answer adds substantially to the discussion.
Be collaborative, not combative.
Be positive in approaching the subject matter.

Avoid the following responses:

Simple "I agree" or "Good point" statements alone.
Off-topic postings. Use the "Water Cooler" forum for non-course-related discussion postings or additional postings. Use of the Water Cooler is encouraged and contributes to the fun!
Anything that could be interpreted as offensive by a fellow classmate.
Avoid off-color humor and language; at all times maintain courtesy and respect towards the other members of the class.

Discussion Grading Rubric (the following is used as a framework for grading the discussion board)…

Grading Discussion Board	
A/A- (10/9 pts) Distinguished/ Outstanding	Have participated more than 7 times during the week and have posted outstanding information. Initial contribution posted on or before day 3 Submitted 2 responses to other student posts on or before day 7 Initial post had academic research references Deliver information that shows that thought, insight, and analysis have taken place Make connections to previous or current content or to real-life situations, but the Connections are not really clear or are too obvious Contain new ideas, connections, or applications, but they may lack depth and/or detail
B+/B (8/7pts) Proficient	Have participated at least 5 times during the week and have posted proficient information. Posts are made in time for others to read and respond (initial contribution post made on or before day 3) Deliver information that shows that thought, insight, and analysis have taken place Make connections to previous or current content or to real-life situations, but the Connections are not really clear or are too obvious Contain new ideas, connections, or applications, but they may lack depth and/or detail
B- (6pts) Basic	Have participated at least 3 times during the week and have posted basic information. May not all be made in time for others to read and respond are generally competent, but the actual information they deliver seems thin and commonplace Make limited, if any, connections, and those art often cast in the form of vague generalities Contain few, if any, new ideas or applications; often are a rehashing or summary of other comments
C+ (5pts or less) Below Expectations	Have participated at least 1 time during the week and have posted information that was below expectations. May not all be made in time for others to read and respond Are rudimentary and superficial; there is no evidence of insight or analysis

	Contribute no new ideas, connections, or applications May be completely off topic

How do you get other students to interact with your posts? By posting to theirs! Posting something brilliant on Sunday night is too late to generate a discussion. Please post early, post often.

Periodically there will be homework assignments given to students. Every student will be expected to conduct research in the completion of these assignments. **All written assignments are due on the last day of the week (Day 7*) at 5:00 PM Eastern Time unless otherwise specified.**

Students are expected to critically interpret the text, challenge assumptions, and use data from several sources (beyond the text), and to make their case and support their arguments.

Over the course of the semester, students will participate in a group project, where group members will be assigned by the instructor. Groups will be given a real-world project scenario which will require them to submit a response to an RFP (Request for Proposal), a project schedule and value engineering alternatives.

Writing Quality Rubric

Scoring Level	**Grammar, Mechanics, Usage**	**Clarity and Coherence**
High level of Proficiency	While there may be **minor** errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the written assignment.	Sentences are structured and words are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer's points easy to follow.
Moderate Proficiency – half grade level reduction (5%)	**Frequent** errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions **distract** the reader, but the reader is able to completely understand what the writer meant. Writing does not consistently follow appropriate style and/or format.	Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.
Minimal Proficiency – full grade level reduction (10%)	Writing contains **numerous** errors in spelling, grammar, and/or sentence structure which **interfere with comprehension**. The reader is unable to understand some of the intended meaning. Style and/or format are inappropriate for the	Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.

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	assignment.	

There is no intention to penalize students for writing skills but to help improve skills so they can participate fully in the curriculum. The following resources are available:

Smarthinking (available free in Tool section of Blackboard) – this allows students to submit **personal written material in any subject** and have it reviewed by an e-structor within a 24-hour window (in most cases).
The Purdue Online Writing Lab http://owl.english.purdue.edu/owl/) provides free writing resources – with help in grammar, sentence structure and general writing skills

Communication/Submission of Work

In the Assignments folder, click on the View/Complete Assignment link to view each assignment. Attach your completed assignments here and click Submit. Once your assignment has been graded, you will be able to view the grade and feedback provided by clicking on Tools, View Grades from the Northeastern University Online Campus tab.

Class Schedule / Topical Outline

Week	Dates	Topic	Reading	Assignments
1	4/9 to 4/15	Project Delivery System	Read Fisk/Reynolds, Ch. 1	See Assignment Tab
2	4/16 to 4/22	Responsibility & Authority	Read Fisk/Reynolds, Ch. 2	See Assignment Tab
3	4/23 to 4/29	Project Documentation	Read Fisk/Reynolds, Ch. 4	See Assignment Tab
4	4/30 to 5/6	Specs & Drawings	Read Fisk/Reynolds, Ch. 6	See Assignment Tab
5	5/7 to 5/13	Preconstruction Operations	Read Fisk/Reynolds, Ch. 12	See Assignment Tab
6	5/14 to 5/20	Project Scheduling	Read Fisk/Reynolds, Ch. 14	See Assignment Tab
7	5/21 to 5/27	Mid-Term Exam	No reading this week, other than to review course materials from the first 6 weeks	Review Weeks 1 through 6
8	5/28 to 6/3	Construction Operations	Read Fisk/Reynolds, Ch. 15	See Assignment Tab Group Project Begins
9	6/4 to 6/10	. Value Engineering / Value Management	Read Fisk/Reynolds, Ch. 16	See Assignment Tab
10	6/11 to 6/17	Measurement & Payment	Read Fisk/Reynolds, Ch. 17	See Assignment Tab

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11	6/18 to 6/24	Changes & Extra Work Project Closeout	Read Fisk/Reynolds, Ch. 19 Read Fisk/Reynolds, Ch. 21	See Assignment Tab
12	6/25 to 6/30	Final Exam	N/A	Instructor Evaluations

The Instructor reserves the right to make modifications and/or revisions to the Syllabus, if necessary.

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Fabrication – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.

Plagiarism – intentionally representing the words or ideas of another as one's own in any academic exercise without providing proper documentation by source by way of a footnote, endnote or inter-textual note.

Unauthorized collaboration – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual's.

Participation in academically dishonest activities – Examples include stealing an exam, using a prewritten paper through mail order or other services, selling, loaning or otherwise distributing materials for the purpose of heating, plagiarism, or other academically dishonest acts; alternation, theft, forgery, or destruction of the academic work of others.

Facilitating academic dishonesty – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

24/7 NU Online Technical Support
Get immediate 24/7 technical support for NU Online by calling 855-836-3520 or email NUOnline@neu.edu.

For answers to common questions you may also visit the NU Online support portal at:
http://smartipantz.perceptis.com/neu/content/default.aspx

MyNEU Technical Support
Please contact the University help desk by calling 617-373-HELP (4357) or email help@neu.edu

Northeastern University
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CMG 6402 Alternative Project Delivery
CRN: 21217
Location; VTL
CPS Quarter, 12 week term

You can access the course at http://nuonline.neu.edu/ by clicking on the course link under the "My Courses" tab.

Note: Courses you are enrolled in will not show up in CPS Blackboard until the start date of the term.

For computer access, the NEU library can be used 7 days a week: http://www.lib.neu.edu/

Required Textbook(s)/Materials

None required.

Software

Microsoft Office (Word, Excel and Powerpoint) typically used for student's assignment submission; Microsoft Project Scheduling tool is optional for use in developing the construction schedule for the group project.

Course Prerequisites

a) Courses: There are no course prerequisites for CMG 6402; however, either some experience or a working knowledge of the project management process would be helpful.

b) Student Competencies:

Microsoft Word, Microsoft Excel and Microsoft Power Point are used throughout. Students are expected to already be proficient in the use of these programs.

Students will be expected to complete assignments on a periodic basis and present it in APA Paper Format. Documents describing APA format are available in the course.

Course Description

This course will provide a comprehensive overview of alternative project delivery systems, methods and project controls in both the public and private sectors. This course will examine the project life cycle, alternative project delivery systems, alternative procurement and selection, alternative project design (including value management), BIM, international projects, sustainable project delivery. Additionally, this course will also look at contracting methods, payment and reimbursement options. Students will be asked to submit a white paper on a construction topic relating to alternative project delivery systems. Real-world project examples will be used to enhance student learning experience.

Learning Outcomes

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Students in this course will have the opportunity to learn the basic concepts pertaining to alternative project delivery systems. The material taught in this course will look at the project life cycle – from bid phase and planning through execution to project closeout. It will also address alternative project delivery systems as it pertains to all facets of the project, including but not limited to, procurement, design, value management, contracting, and payment.

Additionally, students will be expected to:

Understand the Project Management Life Cycle and how it relates to construction project life cycles at both a macro and micro level
Use the additional materials provided by the instructor
Combine theory learned from the book and course materials with the experience gained from real-world practice
Have an awareness of the construction project contractor selection techniques
Combine the strategic planning and thinking with the tactical approach to project management
Use relevant concepts to analyze and assess and explain yourself on the Discussion Board

Course Methodology

Each week you will view lecture materials, read more about the lecture topic in your course text and then you will participate in the Discussion Board and complete assignments where you will have a chance to apply what you've learned.

Each week, you will be expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Complete all lecture materials for the week.
4. Participate in the Discussion Board.
5. Complete and submit all assignments by the due dates.

Weekly Structure	
Day 1	Monday – Week DB begins
Day 2	Tuesday - DB
Day 3	Wednesday - DB
Day 4	Thursday - initial DB replies
Day 5	Friday - DB
Day 6	Saturday – replies to student DB threads
Day 7*	Sunday – Assignments typically due by 5pm Eastern Time

Grading/Evaluation Standards

Student participation is required in all aspects of the course. Participation in discussions is defined very clearly as contributing throughout the week to all of the discussions in that week.

Minimal preparation is reading the material, and being able to summarize what it is about, what the issue is, and what you would recommend.

Superior preparation involves being able to (i) summarize the situation/problem presented by the case; (ii) recommend a solution to the discussed problem; (iii) support your recommendation with relevant details and analyses; (iv) back up your sources with correctly formatted references; and (v) discuss innovative solutions, or why obvious solutions might be discounted.

The instructor reserves the right to scale grades as needed.

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Late Submission of Work

Each assignment is due on the date and time indicated - late assignments will have points deducted and be graded accordingly. There are no make-up dates or extensions for the assignments except for documented personal emergencies or special permission granted by the instructor in writing. Special permission must be requested in writing to the instructor at least two days prior to the due date of the assignment.

The course grading will be weighted as follows:

Evaluation Measures	
Assignments	20%
DB Participation	30%
White Paper	25%
Final Exam	25%

Grading Rubric

Letter Grade	Low	High
A	94	100
A-	90	93
B+	87	89
B	84	86
B-	80	83
C+	76	79
C	73	75
C-	70	72
F	0	69

Participation/Discussion Board

Each week there is an assigned discussion topic. Students are expected to research the topic and to contribute comments in the discussion forums throughout the week. Initial discussion contribution must be posted by Thursday (Day 4) of that week. Students must also post at least two peer responses by Saturday (Day 6) to meet the *minimum* discussion requirements. More participation is encouraged and lends itself to more shared learning between instructor and students, as well as between fellow students. Feel free to share your personal experiences. Discussion Board is confidential and information remains between members of the class. The Discussion Board is the biggest percentage (30%) of your overall grade.

In drafting your responses, please keep the following guidelines in mind:

Be timely in responses.
Feel free to share your own personal experiences to augment or supplement the point(s) you are making.
Make sure the answer adds substantially to the discussion.
Be collaborative, not combative.
Be positive in approaching the subject matter.

Avoid the following responses:

Simple “I agree” or “Good point” statements alone.

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Off-topic postings. Use the "Water Cooler" forum for non-course-related discussion postings or additional postings. Use of the Water Cooler is encouraged and contributes to the fun!
Anything that could be interpreted as offensive by a fellow classmate.
Avoid off-color humor and language; at all times maintain courtesy and respect towards the other members of the class.

Discussion Grading Rubric (the following is used as a framework for grading the discussion board)…

Grading Discussion Board	
A/A- (10/9 pts) Distinguished/ Outstanding	Have participated more than 7 times during the week and have posted outstanding information. Initial contribution posted on or before day 3 Submitted 2 responses to other student posts on or before day 7 Initial post had academic research references Deliver information that shows that thought, insight, and analysis have taken place Make connections to previous or current content or to real-life situations, but the Connections are not really clear or are too obvious Contain new ideas, connections, or applications, but they may lack depth and/or detail
B+/B (8/7pts) Proficient	Have participated at least 5 times during the week and have posted proficient information. Posts are made in time for others to read and respond (initial contribution post made on or before day 3) Deliver information that shows that thought, insight, and analysis have taken place Make connections to previous or current content or to real-life situations, but the Connections are not really clear or are too obvious Contain new ideas, connections, or applications, but they may lack depth and/or detail
B- (6pts) Basic	Have participated at least 3 times during the week and have posted basic information. May not all be made in time for others to read and respond are generally competent, but the actual information they deliver seems thin and commonplace Make limited, if any, connections, and those art often cast in the form of vague generalities Contain few, if any, new ideas or applications; often are a rehashing or summary of other comments
C+ (5pts or less) Below Expectations	Have participated at least 1 time during the week and have posted information that was below expectations. May not all be made in time for others to read and respond Are rudimentary and superficial; there is no evidence of insight or analysis Contribute no new ideas, connections, or applications May be completely off topic

How do you get other students to interact with your posts? By posting to theirs!
Posting something brilliant on Sunday night is too late to generate a discussion. Please post early and post often!

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Periodically there will be homework assignments given to students. Every student will be expected to conduct research in the completion of these assignments. **All written assignments are due on the last day of the week (Day 7*) at 5:00 PM Eastern Time unless otherwise specified.**

Students are expected to critically interpret the text, challenge assumptions, and use data from several sources (beyond the text), and to make their case and support their arguments.

Over the course of the semester, students will participate in a group project, where group members will be assigned by the instructor. Groups will be given a real-world project scenario which will require them to submit a response to an RFP (Request for Proposal), a project schedule and value engineering alternatives.

Writing Quality Rubric

Scoring Level	**Grammar, Mechanics, Usage**	**Clarity and Coherence**
High level of Proficiency	While there may be **minor** errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the written assignment.	Sentences are structured and words are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer's points easy to follow.
Moderate Proficiency – half grade level reduction (5%)	**Frequent** errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions **distract** the reader, but the reader is able to completely understand what the writer meant. Writing does not consistently follow appropriate style and/or format.	Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.
Minimal Proficiency – full grade level reduction (10%)	Writing contains **numerous** errors in spelling, grammar, and/or sentence structure which **interfere with comprehension**. The reader is unable to understand some of the intended meaning. Style and/or format are inappropriate for the assignment.	Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.

There is no intention to penalize students for writing skills but to help improve skills so they can participate fully in the curriculum. The following resources are available:

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Smarthinking (available free in Tool section of Blackboard) – this allows students to submit **personal written material in any subject** and have it reviewed by an e-structor within a 24-hour window (in most cases).
The Purdue Online Writing Lab http://owl.english.purdue.edu/owl/) provides free writing resources – with help in grammar, sentence structure and general writing skills

Communication/Submission of Work

In the Assignments folder, click on the View/Complete Assignment link to view each assignment. Attach your completed assignments here and click Submit. Once your assignment has been graded, you will be able to view the grade and feedback provided by clicking on Tools, View Grades from the Northeastern University Online Campus tab.

Class Schedule / Topical Outline

Week	Dates	Topic	Reading	Assignments
1	1/9 to 1/15	Management Options and Project Life Cycle	Instructor Handout – See Course Material	No Assignment this week.
2	1/16 to 1/22	Project Delivery Systems And Alternative Project Delivery Systems	Instructor Handout – See Course Material	See Assignment Tab
3	1/23 to 1/29	Design Undertaking	Instructor Handout – See Course Material	See Assignment Tab
4	1/30 to 2/5	Alternative Project Design & Value Management	Instructor Handout – See Course Material	See Assignment Tab
5	2/6 to 2/12	Contractor Selection	Instructor Handout – See Course Material	See Assignment Tab
6	2/13 to 2/19	Alternative Procurement & Selection	Instructor Handout – See Course Material	See Assignment Tab
7	2/20 to 2/26	Contracting, Payment & Project Controls	Instructor Handout – See Course Material	See Assignment Tab
8	2/27 to 3/4	Termination and Default	Instructor Handout – See Course Material	See Assignment Tab
9	3/5 to 3/11	Building Information Modeling (BIM)	Instructor Handout – See Course Material	See Assignment Tab
10	3/12 to 3/18	International Projects	Instructor Handout – See Course Material	See Assignment Tab
11	3/19 to 3/25	Sustainable Project Delivery	Instructor Handout – See Course Material	See Assignment Tab
12	3/26 to 4/1	Final Exam	Review Course Materials, Student Notes and Assignments from Weeks 1 through 11	Instructor Evaluations

The Instructor reserves the right to make modifications and/or revisions to the Syllabus, if necessary.

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Academic Honesty and Integrity Statement

The University views academic dishonesty as one of the most serious offenses that a student can commit while in college and imposes appropriate punitive sanctions on violators. Here are some examples of academic dishonesty. While this is not an all-inclusive list, we hope this will help you to understand some of the things instructors look for. The following is excerpted from the University's policy on academic honesty and integrity; the complete policy is available at http://www.northeastern.edu/osccr/academichonesty.html

Cheating – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise. This may include use of unauthorized aids (notes, texts) or copying from another student's exam, paper, computer disk, etc.

Fabrication – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.

Plagiarism – intentionally representing the words or ideas of another as one's own in any academic exercise without providing proper documentation by source by way of a footnote, endnote or inter-textual note.

Unauthorized collaboration – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual's.

Participation in academically dishonest activities – Examples include stealing an exam, using a prewritten paper through mail order or other services, selling, loaning or otherwise distributing materials for the purpose of heating, plagiarism, or other academically dishonest acts; alternation, theft, forgery, or destruction of the academic work of others.

Facilitating academic dishonesty – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

24/7 NU Online Technical Support
Get immediate 24/7 technical support for NU Online by calling 855-836-3520 or email NUOnline@neu.edu.

For answers to common questions you may also visit the NU Online support portal at:
http://smartipantz.perceptis.com/neu/content/default.aspx

MyNEU Technical Support
Please contact the University help desk by calling 617-373-HELP (4357) or email help@neu.edu

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CMN 6010 - Foundations of Organizational Communication
CPS Quarter- Term B Online - CRN 80156

NUOnline

You can access the course at http://nuonline.neu.edu/ by clicking on the course link under the "My Courses" tab. Note: Courses you are enrolled in will not show up in CPS Blackboard until the start date of the term.

- 24/7 Online Technical Support
  Get immediate 24/7 technical support for NU Online by calling 855-836-3520 or email NUOnline@neu.edu. For answer to common questions you may have, visit the NU Online support portal at: http://smartipantz.perceptis.com/neu/content/default.aspx

For computer access, the NEU library can be used 7 days a week: http://www.lib.neu.edu/

RequiredTextbook(s)/Materials

1. Zaremba, A.J. (2009) Organizational Communications: Foundations for Business and Collaboration. Oxford University Press. ISBN: 978-0195379044
2. What's My Communication Style? Self-assessment booklet. HRDQ Learning Series. King of Prussia, PA.

CourseDescription

This course provides the foundation in the study of organizational communication, as well as introducing other relevant topics, such as meeting dynamics and communication, intercultural communication, crisis communication, effective individual communication within an organizational structure, and the measurement and assessment of the quality of organizational communications.

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LearningOutcomes

During the course, students will have the opportunity to:

- Gain an understanding of the conceptual and strategic context of organizational communication
- Strengthen your ability to analyze a wide range of communication situations
- Develop insight into the role and impact of communication in your own as well as other organizations
- Give and receive feedback effectively
- Identify key areas of personal skill development and career growth

In pursuing these objectives, the course will…

- Discuss and combine theory and practice
- Utilize study case analyses
- Combine strategic with tactical approaches
- Use relevant concepts to analyze and assess current organizational communications issues

CourseMethodology

This course will be taught using a highly interactive format and a great deal of our time will be spent discussing, observing, and analyzing course material. The learning methods we will use are as follows:

Reading. For each of our weekly class sessions, book chapters, supplemental readings, and cases will be assigned. Given the participative nature of the course, it is imperative that you read the material closely before the class week so you can discuss it knowledgably with your peers. You will be expected to keep up with the coursework and spend a good deal of time reading, writing and discussing your findings with your classmates.

Case Studies: Applying your learning of course concepts to case studies will give you an opportunity to further your analytical and communication skills. You will be asked to read case studies, prepare responses to study questions, reflect upon the leadership and communication challenges that organizations face, and discuss these topics with fellow classmates.

Class Discussions. Active participation is a very important part of the learning process. By participating actively you will be able to improve your ability to make clear, informed arguments, and synthesize ideas—skills that will help you in your educational program and in

the business world. In addition, these discussions provide you with an opportunity to interact with and learn from your peers.

It is expected that you will raise questions as well as answer others during our weekly Blackboard discussions. Your contributions will be evaluated on quality, yet sufficient quantity is necessary to effectively evaluate quality. Minimum quantity for an initial posting is approximately two to three short paragraphs in length. Quality comments possess one or more of the following attributes:

- Demonstrate your analytical and/or reflective thinking about a case situation or reading.
- Offer a different, unique and relevant perspective on the issue.
- Contribute to moving the discussion and analysis forward by building on comments from your classmates and incorporating them into your online discussions.

The overall pattern of each class will be spent:

- Discussing perspectives of organizational communication based on the course readings.
- Engaging in action learning in which you can test your assumptions and try out new leadership and communication behaviors.
- Meeting in learning teams to apply the theory in the course, to digest the experiential activities and to work together on the team project.

Each week, you will be expected to:

- Review the week's learning objectives.
- Complete all assigned readings.
- Complete all lecture materials for the week.
- Participate in the Discussion Board.
- Complete and submit all assignments by the due dates.

Weekly Structure	
Day 1	Monday
Day 2	Tuesday
Day 3	Wednesday
Day 4	Thursday
Day 5	Friday
Day 6	Saturday
Day 7*	Sunday

CourseWork

Students are responsible for reading the assigned chapters and other supplied articles prior to the class week during which we will discuss the material.

You will be expected to post your contributions to each week's Discussion Board Assignment by Wednesday evening of the week during which they are assigned. You are also expected to respond with feedback and comments to at least three other of your classmate's postings by Sunday evening of the week during which they are assigned.

In addition to the weekly Discussion Board Assignment, over the course of the semester you must also complete two written case study analyses, as assigned, in which you assess key communication issues and themes, apply concepts from the text, and, where possible, relate the course material to your own organizational setting.

Case studies must be submitted via the Blackboard Assignment link no later than Sunday evening of the class week in which they are assigned. Please note that late submissions will automatically receive a lower grade when they have not been submitted on a timely basis.

Over the course of the six-week term, your Learning Team will be working collaboratively on a final team project (the Learning Team Action Project). The final product of your team's collaboration will be presented to the entire class during our final week of class.

The final presentation must encompass the learnings from the course and provide workable resolutions for the variety of communication issues facing your team's assigned organization. You will be graded on your overall participation with this project and also be expected to critique and provide input on every other team's final presentation. Creativity is encouraged with this project!

LearningTeams

Learning teams are important sources for learning. Each student will become part of a four-to-five person Learning Team that will meet virtually in order to complete a Learning Team Action Project which will be presented during the final week of class.

The objectives of the Learning Team are:

- To provide you with an opportunity to interact with and learn from your peers and to discuss the organizational communications perspectives discussed in the class.
- To provide you with a safe environment in which you can test your assumptions and try out new behaviors. In particular, we hope to create a laboratory in which you can become more aware of your actual behavior in your group and at work, for example, in attempting to exercise influence, to establish meaning, or to effect meaningful change.
- To work in a virtual environment that will test additional course concepts in organizational communication.
- To work together on the team-based action learning project.

LearningTeamActionProject

Your Learning Team will be assigned a communications case study to analyze and make recommendations to the class regarding your findings. The presentation must incorporate our coursework into these recommendations. The presentation format can be in any audio/visual presentation media of your team's choosing, such as Powerpoint, Camtasia, Prezia, etc.

Content of presentation:

- Introduction
- Brief Situation Analysis
- Key Communication Objectives
- 3-5 Tactical Recommendations
- Timeline/Success Indicators
- Conclusion

LearningTeamDynamicsAssessment

Throughout your Learning Team Action Project you will be provided with the opportunity to assess key communication concepts and techniques when operating in a team-based environment. At the end of the course, you will be asked to prepare a report (completed individually among all team members) to summarize the effectiveness of the communication within your virtual Learning Team.

Your Assessment Report should describe your personal experiences during this process, and what improvements you would make for better virtual team communication practices.

As a guideline, you should include some of the following considerations in your analysis:

- What types of media did your team use? Was it an effective way to communicate?
- What were the primary types of messages that your team used to communication among members: maintenance, task, human?
- Did you experience any primary and secondary tensions, and if so, how did you deal with them?
- Did you enjoy this team experience? What would you have improved?
- Overall, do you feel that what you've learned from this process has made you more aware of good virtual team communication techniques and how to effectively use them?

Grading/Evaluation Standards

Your grade for this course will be based on your performance in the following areas:

Class Participation and Contributions	40
Written Case Analyses (10 points each)	20
Team Dynamics Assessment Report	20
Learning Team Action Project	20

Student participation is required in all aspects of the course. Participation in discussions is defined very clearly as contributing throughout the week to all of the discussions in that week.

Minimal preparation is reading the material, and being able to summarize what it is about, what the issue is, and what you would recommend.

Superior preparation involves being able to (i) summarize the situation/problem presented by the case; (ii) recommend a solution to the discussed problem; (iii) support your recommendation with relevant details and analyses; (iv) back up your sources with correctly

formatted references; and (v) discuss innovative solutions, or why obvious solutions might be discounted.

The instructor reserves the right to scale grades as needed.

LateSubmissionofWork

Each assignment is due on the date indicated; late postings on the weekly Discussion Board will receive an automatic reduction in points. There are no make-up dates or extensions for the assignments except for documented personal emergencies or special permission granted by the instructor in writing.

GradingRubric

Letter Grade	Low	High
A	94	100
A-	90	93
B+	87	89
B	84	86
B-	80	83
C+	76	79
C	73	75
C-	70	72
F	0	69

Attendance/Tardiness

As outlined in this syllabus, your active participation in this class is an important component of the learning process. It is expected that you will be an active, ongoing participant on the weekly Discussion Board. Due to the compressed nature of this course, any more than one weekly absence from class without prior written approval by the instructor will result in a failing grade for Class Participation. Repeated, unexcused tardiness will also result in a lower grade.

In the event of extraordinary, legitimate and unavoidable situations, students may be excused for lateness or absence. Extraordinary, legitimate and unavoidable situations include personal illness, urgent family business, work-related issues, religious requirements. If at all possible, students should let me know by e-mail about the excused absence or lateness before the start of the course week.

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Participation/Discussion Board

Each week there is an assigned discussion topic. Students are expected to research the topic and to contribute comments in the discussion forums throughout the week. Initial discussion contribution must be posted by Wednesday (Day 3) of that week. Students must also post at least three peer responses by Sunday (Day 7) to meet the minimum discussion requirements.

In drafting your responses, please keep the following guidelines in mind:

- Be timely in responses.
- Be brief and to the point.
- Make sure the answer adds substantially to the discussion.
- Be collaborative, not combative.
- Be positive in approaching the subject matter.

Avoid the following responses:

- Simple "I agree" or "Good point" statements alone.
- Off-topic postings. Use the "Water Cooler" forum for non-course-related discussion postings or additional postings.
- Overly long threads; keep in mind everyone is busy!
- Anything that could be interpreted as offensive by a fellow classmate.
- Avoid off-color humor and language; at all times maintain courtesy and respect towards the other members of the class.

Discussion Grading Rubric

Grading Discussion Board	
A/A- (10/9 pts) Distinguished/ Outstanding	Have participated more than 3 times during the week and have posted outstanding information. • Initial contribution posted on or before day 3 • Submitted 3 responses to other student posts on or before day 7 • Initial post had academic research references • Deliver information that shows that thought, insight, and analysis have taken place • Make connections to previous or current content or to real-life situations, but the • Connections are not really clear or are too obvious • Contain new ideas, connections, or applications, but they may lack depth and/or detail
B+/B (8/7pts)	Have participated at least 2 times during the week and have

Proficient	posted proficient information. • Posts are made in time for others to read and respond (initial contribution post made on or • before day 3) • Deliver information that shows that thought, insight, and analysis have taken place • Make connections to previous or current content or to real-life situations, but the • Connections are not really clear or are too obvious • Contain new ideas, connections, or applications, but they may lack depth and/or detail
B- (6pts) Basic	Have participated at least 1 time during the week and have posted basic information. • May not all be made in time for others to read and respond are generally competent, but the actual information they deliver seems thin and commonplace • Make limited, if any, connections, and those art often cast in the form of vague generalities • Contain few, if any, new ideas or applications; often are a rehashing or summary of other comments
C+ (5pts or less) Below Expectations	Have participated at least 1 time during the week and have posted information that was below expectations. • May not all be made in time for others to read and respond • Are rudimentary and superficial; there is no evidence of insight or analysis • Contribute no new ideas, connections, or applications • May be completely off topic

- How do you get other students to interact with your posts? By posting to theirs!
- Posting something brilliant on Sunday night is too late to generate a discussion. Please post early, post often.

Written case studies are due on the last day of the week (Day 7*) at 11:59 PM Eastern Time, unless otherwise specified.

Students are expected to critically interpret the text, challenge assumptions, and use data from several sources (beyond the text), and to make their case and support their arguments.

Writing Quality Rubric

Scoring Level	Grammar, Mechanics, Usage	Clarity and Coherence
High level of Proficiency	While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the written assignment.	Sentences are structured and words are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer's points easy to follow.
Moderate Proficiency – half grade level reduction (5%)	Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions distract the reader, but the reader is able to completely understand what the writer meant. Writing does not consistently follow appropriate style and/or format.	Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.
Minimal Proficiency – full	Writing contains numerous errors in spelling, grammar, and/or sentence structure which interfere with comprehension. The reader is unable to understand some of the intended	Sentence structure, word choice, lack of transitions and/or sequencing of ideas

grade level reduction (10%)	meaning. Style and/or format are inappropriate for the assignment.	make reading and understanding difficult.

There is no intention to penalize students for writing skills but to help improve skills so they can participate fully in the curriculum. The following resources are available:

- Smarthinking (available free in Tool section of Blackboard) – this allows students to submit personal written material in any subject and have it reviewed by an e-structor within a 24-hour window (in most cases).
- The Purdue Online Writing Lab http://owl.english.purdue.edu/owl/) provides free writing resources – with help in grammar, sentence structure and general writing skills

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ClassSchedule/TopicalOutline

Week	Dates	Topic	Reading	Assignments	Discussion Topics
1	5/21 – 5/27	1. Principles of Organizational Communication 2. Management Theory 3. Ethical Communication	Chapters 1 -3 Articles posted on Blackboard	Formation of Learning Teams	Introduce yourself Week One Discussion Board assignment
2	5/28 – 6/3	4. Managing Information 5. Communication	Chapters 4 – 6	First written case analysis due by end of	Week Two Discussion Board

		Networks	Articles posted on Blackboard	week Learning Team Action Project (ongoing)	assignment What's My Communication Style analysis
3	6/4 – 6/10	6. Communications Culture and Climate 7. Meetings and Interventions	Chapters 7 – 8 Articles posted on Blackboard	Learning Team Action Project (ongoing)	Week Three Discussion Board assignment
4	6/11 – 6/17	8. Intercultural Communication Crisis Communication	Chapters 9 – 10 Articles posted on Blackboard	Second written case analysis due by end of week Learning Team Action Project (ongoing)	Week Four Discussion Board Assignment
5	6/18 – 6/24	9. Assessing Organizational Communications Quality	Chapter 11 Articles posted on Blackboard	Learning Team Action Project (ongoing)	Week Five Discussion Assignment
6	6/25 – 6/30	Team Presentations		Final Learning Team Presentations Written Team Dynamics Analysis Due	Week Six Discussion Assignment

AcademicHonestyandIntegrityStatement

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- Cheating – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise. This may include use of unauthorized aids (notes, texts) or copying from another student's exam, paper, computer disk, etc.

- Fabrication – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.

- Plagiarism – intentionally representing the words or ideas of another as one's own in any academic exercise without providing proper documentation by source by way of a footnote, endnote or inter-textual note.

- Unauthorized collaboration – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual's.

- Participation in academically dishonest activities – Examples include stealing an exam, using a prewritten paper through mail order or other services, selling, loaning or otherwise distributing materials for the purpose of heating, plagiarism, or other academically dishonest acts; alternation, theft, forgery, or destruction of the academic work of others.

- Facilitating academic dishonesty – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

24/7NUOnlineTechnicalSupport

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For answers to common questions you may also visit the NU Online support portal at: http://smartipantz.perceptis.com/neu/content/default.aspx

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CMN 6015 Introduction to the Digital Era
First Half

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Required Textbook(s)/Materials

Qualman, Erik. (2012). *Socialnomics: How Social Media Transforms the Way We Live and Do Business:* 2nd Edition. Wiley, John & Sons. ISBN-13: 9781118232651

Software

This course contains audio material and in some instances, you may be asked to participate in audio-based activities, such as a Voice Discussion Board. A headset (headphones plus microphone) will allow you to hear and record audio. Headsets can be purchased from online vendors such as amazon.com, bestbuy.com, or newegg.com. Microsoft Word, Microsoft Excel, Adobe PDF and Microsoft Power Point are used throughout. Students are expected to already be proficient in the use of these programs.

Course Description

This course provides an introduction to social media concepts, including the historical, economic, and social foundations of Digital Era realities. Students will explore the potential applications of new technologies for both internal and external purposes, across a range of organizations and industries. The course provides an introduction to social media leadership by addressing strategic responsibilities, issues, and challenges. It also addresses Digital Era career management responsibilities, including the need to establish a strong digital presence, stay current with changing technologies, and consider new and evolving positions and career trajectories. Students will apply concepts by establishing and/or strengthening their own digital presence and professional brand, in addition to assessing the digital presence of relevant individuals and organizations.

Learning Outcomes

- Explain a range of social media concepts and the potential applications of digital technologies in organizations for both internal and external purposes
- Describe the historical, economic and social contexts within which Digital Era realities operate.
- Recognize the unique leadership responsibilities for Digital Era success.
- Identify Digital Era issues and challenges.
- Establish a strong digital presence that reflects their professional brand and individual/organizational objectives.

Course Methodology

In achieving these learning outcomes, this course will give students the opportunity to learn about a range of social media concepts while identifying social media issues and challenges. Through the assignments, case study, readings and videos students will have the opportunity to become fully engaged in the digital era to better understand how these new social media tools can be used as a leader and professional in the working world.

Each week, students are expected to:

- Review the week's learning objectives
- Complete all assigned readings and lecture materials
- Participate in the discussion boards
- Complete and submit all assignments by due dates

Class Outline

In the Course Materials section, there are folders for each week. Each week begins on Monday and ends on Sunday. You are responsible for completing all of the activities for the respective week beginning with weekly readings and lectures. All assignments and final discussion posts will be due at the end of the week on Sunday at 11:59 pm except in the case of the last week in which assignments are due on Saturday.

Week	Topic/Readings	Assignments
1	• Course Introduction/Digital & Social Media Basics • Qualman Chapters 1,2,3 • Read suggested articles & links	• Initial discussion post due by Thursday 11:59pm • Follow-up discussion post due by Sun 11:59 pm • Social Media Profile due by Sun 11:59pm
2	• Cultural & Economic Impact of the Digital World • Qualman Chapters 4,5,6 • Read suggested articles & links	• Initial discussion post due by Wed 11:59pm • Follow-up discussion post due by Sun 11:59 pm • Linkedin Profile due Sun 11:59 pm
3	• Social Media in Businesses/Organizations • Qualman Chapters 7, 8,15,18 • Read suggested articles & links	• Initial discussion post due by Wed 11:59pm • Follow-up discussion post due by Sun 11:59 pm • Participate in Twitter Chat Wednesday 8:00pm EST • Twitter Chat Analysis Due Sun11:59 pm
4	• Legal, Ethical and Privacy Issues • See Required Reading Articles & Links • Read suggested articles & links	• Initial discussion post due by Wed 11:59pm • Follow-up discussion post due by Sun 11:59 pm
5	• Digging into Social Platforms • Qualman Chapters 12,13,14 Read suggested articles & links	• Initial discussion post due by Wed 11:59pm • Follow-up discussion post due by Sun 11:59 pm • Blog Post on Social Media Tool Exploration Sun 11:59 pm
6	• ROI & Course Wrap-Up • Qualman Chapters 10, 17 • Read suggested articles & links	• Initial discussion post due by Wed 11:59pm • *Follow-up discussion post due by Sat 11:59 pm • *Case Study Presentation due by Wed 11:59pm

Grading/Evaluation

The course will be derived from the following coursework, weighted as follows:

- Discussions - 25%
- Social Media Profile – 10%
- Linkedin Profile – 10%
- Twitter Chat – 10%
- Social Media Tool Exploration- 20%
- Case Study Analysis - 25%

Discussion Board - 25% of total grade:
The weekly discussion board provides a forum for examining concepts that are covered in each week's course material. Specific questions or prompts for the week's discussion will be posted each week on Monday morning. Student participation is required in all aspects of the course. Students are expected to critically interpret the weekly assigned reading materials and lectures and be prepared to discuss them **in** every class session. Students should pay careful attention to the weekly discussion prompts and instructions as well as the grading rubric in this syllabus. Students should carefully balance well thought out posts and active engagement without dominating the discussion board.

Social Media Profile - 10% of total grade:
Students will share their current digital identity status and snapshot with peers. Assignment will consist of a background of experience with social media and screenshots of any current platforms utilized.

Linkedin Profile -10% of total grade:
Students will explore the social platform Linkedin. They will develop their own Linkedin profile, creating and/or editing specific profile components outlined in the assignment and submitting a write-up with screenshots.

Twitter Chat - 10% of total grade:
Students will explore the social platform Twitter. They will develop their own Twitter profile, be expected to read articles and information on how Twitter works, practice tweeting, participate in a live chat and submit a synopsis of their experience for the week.

Blog Post - Social Media Tool Exploration - 20% of total grade:
Students will assess and develop a presentation on a social media tool that is relevant to today's ever- changing digital world. Each student will choose a different social media platform to assess. This is a great way for the class to learn about a wide range of social media tools (Foursquare, Google+, Youtube, Delicious, Digg, etc.). Students will be expected to post their tool in a blog format on the course blog.

Case Study Analysis & Presentation - 25% of total grade:
In this course, students should gain familiarity and confidence in using a case study to delve into a wide range of social media concepts and how they play out in a real-world situation. Students will complete an in-depth case analysis of an organization's social media strategy. Students will have the opportunity to pick an organization of interest to share with the class in the form of a PowerPoint presentation. Instructions for the case study presentation will be described in the week 6 appropriate assignment folder.

Late Submission of Work

Each assignment is due on the date indicated - late assignments will be subject to point deducations. There are no make-up dates or extensions for the assignments except for documented personal emergencies or special permission granted by the instructor in writing. Special permission must be requested in writing to the instructor at least two days prior to the due date of the assignment.

General Grading Rubric

NU Grade	What It Means
A (94-100)	Outstanding, insightful work. Goes beyond requirements of the task to develop a response, which is thoughtful, reflective, considers alternative views and makes connections among ideas and information from different sources or from different aspects of the course. Well researched and documented (if research is part of assignment). Displays creativity and originality.
A- (90-93)	Very good work. Purposefully and logically developed. Thoroughly addresses all aspects of the task. Synthesis of details and concepts from various sources or topics shows evidence of sound understanding and thoughtful examination. Research information appropriately cited (if research is part of assignment).
B+ (87-89)	Good work. Generally clear, accurate and relevant. Adequately addresses all requirements of the task. Demonstrates understanding of course concepts, with evidence of some thoughtful examination and reflection. Development is generally logical, facts generally correct. Tends to focus on one interpretation.
B (84-86)	Satisfactory work. Shows basic understanding of concepts with minimal evidence of reflection or thoughtful analysis. Complies with the basic requirements, relies on limited sources of information, little integration of concepts.
B- (80-83)	Minimally satisfactory work. Shows some understanding of concepts with little reflection or analysis. Barely meets basic requirements of assignment.

C+ (76-79) **C (73-75)** **C- (70-72)**	Unsatisfactory work. Fails to address the topic in a meaningful way. May be extremely brief, inaccurate, illogical or undeveloped.

Writing Quality Rubric

Scoring Level	**Grammar, Mechanics, Usage**	**Clarity and Coherence**
High level of Proficiency	While there may be **minor** errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the written assignment.	Sentences are structured and words are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer's points easy to follow.
Moderate Proficiency – half grade level reduction (5%)	**Frequent** errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions **distract** the reader, but the reader is able to completely understand what the writer meant. Writing does not consistently follow appropriate style and/or format.	Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.
Minimal Proficiency – full grade level reduction (10%)	Writing contains **numerous** errors in spelling, grammar, and/or sentence structure which **interfere with comprehension**. The reader is unable to understand some of the intended meaning. Style and/or format are inappropriate for the assignment.	Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.

There is no intention to penalize students for writing skills but to help improve skills so they can participate fully in the curriculum. The following resources are available:

- **Smarthinking** (available free in Tool section of Blackboard) – this allows students to submit **personal written material in any subject** and have it reviewed by an e-structor within a 24-hour window (in most cases).
- The Purdue Online Writing Lab http://owl.english.purdue.edu/owl/) provides free writing resources – with help in grammar, sentence structure and general writing skills

GRADING OF DISCUSSION BOARDS

Discussion Board Rubric				
Points	**4**	**3**	**2**	**1**
Expression and relevance	Rich in content, full of insight and analysis. Makes strong connections to weekly readings and materials. Presents new ideas or thoughts	Presents solid content and ideas but may lack depth of details. References to weekly materials may be thin.	Content is sparse with limited new ideas or connections made	Lacks insight and analysis. No connections made to weekly materials
Contribution to group	Contributes to group discussion in a positive and substantive way. Is professional and supportive with colleagues and does not dominate threads	Contributions are mostly positive and made with the group in mind.	Contributes to discussion but may fail to follow discussion threads or points made by other colleagues within the thread	Does not contribute in positive way to overall group dynamic through irrelevant posts or lack of posts
Timeliness	Makes all postings by required deadlines and posts early to allow time for others to participate. Participates 3 times per week (1 initial post and 2 responses)	Makes most postings by required time but may not be early enough for others to respond and/or does not participate fully	Participates at a very minimum, 2 or fewer times per week, without allowing response time from peers	Many posts missing and deadlines missed
Writing Quality	Quality of writing is superb with no grammatical issues. Posts meet requirements for length of 200-350 words without being too wordy.	Quality of writing is strong but may have grammatical errors. Post is within reason of length requirements.	Quality of writing is fair and may have several grammatical issues and/or does not meet requirements for length of post	Quality of writing fails to meet graduate level standards. Posts are wordy or minimal in length

Academic Honesty and Integrity Statement

The University views academic dishonesty as one of the most serious offenses that a student can commit while in college and imposes appropriate punitive sanctions on violators. Here are some examples of academic dishonesty. While this is not an all-inclusive list, we hope this will help you to understand some of the things instructors look for. The following is excerpted from the University's policy on academic honesty and integrity; the complete policy is available at http://www.northeastern.edu/osccr/academicintegrity/index.html

- *Cheating* – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise. This may include use of unauthorized aids (notes, texts) or copying from another student's exam, paper, computer disk, etc.

- *Fabrication* – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.

- *Plagiarism* – intentionally representing the words or ideas of another as one's own in any academic exercise without providing proper documentation by source by way of a footnote, endnote or inter-textual note.

- *Unauthorized collaboration* – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual's.

- *Participation in academically dishonest activities* – Examples include stealing an exam, using a prewritten paper through mail order or other services, selling, loaning or otherwise distributing materials for the purpose of heating, plagiarism, or other academically dishonest acts; alternation, theft, forgery, or destruction of the academic work of others.

- *Facilitating academic dishonesty* – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

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http://smartipantz.perceptis.com/neu/content/default.aspx

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Northeastern University Online
College of Professional Studies
Course Syllabus

CNM 6020: Ethical Issues in Organizational Communication

Required Text(s)/Software/Tools:
Case Studies in Organizational Communications: Ethical Perspectives and Practices (2006) by Steve May, Sage Publications. ISBN: 978-0-7619-2983-3

Course Prerequisites
None

Course Description
Examines ethical questions that directly affect how organizations communicate and what they choose to relay and omit to their various audiences. Organizational women and men are compelled to make ethical decisions when they communicate. Proponents of strategic ambiguity in and for organizations have been confronted and countered by other theorists who reject ambiguity as a euphemism for lying. Analyzes cases and academic studies that reflect how ethical and unethical communication affected the fortunes of organizations. Analyzes and evaluates the practical values of ethical yardsticks. (From CPS online course descriptions.)

My Course Description
The philosophers have something to say about how we think about ethical dilemmas in the corporate/organizational world. We'll look at some of these philosophies and theories and discuss whether or not they are relevant in today's organization. Is there any way to "solve" an ethical issue? How do you convince others to "do the right thing" when faced with a situation that might cause institutional harm, either now or in the future? As we look at our case studies and at whatever comes up in current events, I want you to be able to think beyond the bottom line. Is the organization better off by handling a situation in an honest, ethical manner? Ethics is basically about doing the right thing?

We will also look at the new media uses and abuses by corporations/organizations.

Course Outcomes
In this class, students will have the opportunity to:

- Understand where ethics comes from,
- Recognize ethical issues that can arise within an organization,
- Understand how ethics influences the organization and its various audiences,
- Look at the various outside forces that impact the organization during a crisis/ethical situation,
- Look at ethical theories,
- Understand the difference between ethical and legal situations,
- Learn how to "solve" ethical dilemmas.

Course Methodology

Each week, you will be expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Complete all Blackboard and email lecture materials for the week.
4. Participate in the Discussion Board.
5. Complete and submit all assignments by the due dates.

Participation/Discussion Board

Since half of this course is online, you will be ***required*** to participate in Discussion Board topics each week. Topics will be posted by your instructor and by your group. You can also submit your own discussion board topic at any time. Your responses should be thought-provoking Discussion Board is 30 percent of your grade.

Assignment, Groups & Projects

You will be assigned to a group of three or four students during the first class. Your group will be assigned a case study from the text for discussion each week. This means your group will be responsible for providing the class additional information about the case and pointing out the ethical issues. Since there are more case studies than there will be groups, all students will be responsible for reading the remaining case studies but will not be required to do additional research.

Your group will also be responsible for the final project/presentation. I will give you time to discuss your topic during the first class. The project will be a comprehensive case study involving an ethical decision made by an organization. I will provide you with topics or you can pick your own, with my approval. I will have more information about the final project at our first meeting.

There will be three written assignments in this class. Here's a brief overview.

1. Your group will hand in a one page proposal outlining your final project. This paper will include the assigned task of each group member.

    a. Possible assigned tasks: research, creating the PowerPoint presentation, creating a bibliography of important literature/articles used in the project and for further reading, writing the case study. Writing the case study should involve all group members. All group members should carefully proof read the final work.

2. Your final project/presentation will be an eight-to-10 page paper (double spaced) with references (not included in page count). In addition you will do a PowerPoint presentation to be presented during the last class.

    a. The paper should be organized as follows: Background of the organization (brief), State the ethical issue (discuss whether there are also legal issues and identify), Discuss an ethical theory that might apply (i.e. utilitarianism), Discuss how the issue was actually resolved (good and bad), How did this decision affect the organization (ruined reputation, improved reputation), What should have been done to improve the organization's reputation? (Or, do you agree with the solution and why?).
    b.

3. Your final reflective paper.

    a. This paper will be a one-to-two page paper (double spaced) answering the following questions: Do I believe organizations should always "do the right thing" when faced with an ethical issue, even though the financial costs will be high? And, how has this class helped me to think about ethical issues and their effect on an organization's audiences?

Due date for the project and reflective papers will be announced. The proposal outline will be due during class two.

Communication/Submission of Work

Papers should be handed in during class. Some assignments can be emailed when necessary.

Grading/Evaluation Standards

Discussion Board Participation: 30 percent.
Final Group Case Presentation: 30 percent
Individual Reflective Paper: 30 percent
Class participation/attendance: 10 percent

Grammar, Spelling, Neatness

Grammar, spelling and neatness are an important part of effective communication and an important part of this class. Be careful with issues such as It's versus its; there, their, they're, affect versus effect; and which and that. Watch sentence structure. No fragments please. No run-on sentences please. Be careful about changing person and number.

Proof read all work. The best way to proofread is to have someone read it for you. I have been writing for years and I never hand anything in that hasn't been proofed by someone else!

Please see me before or after class if you need writing help. There are services available to CPS students need help with writing.

Class Schedule / Topical Outline (Subject to change. See Blackboard Assignments for more complete and up-to-date assignments.)

Week	Topic	Assignments
1	Introduction to Ethics What is ethics? Where do our own ethics come from? Have you experienced ethical issues in your work place? Part One of ways to think about solving ethical issues.	Text: Read Chapters 1 and 2. Lecture: Read Lecture 1 and 2 under Assignments. Other Material: Review the PowerPoint presentation on The Potter Box and Moral Philosophies.
2	Alignment: Balancing work, family, community. Part Two of ways to think about solving ethical issues. Communication planning and writing during an ethical crisis.	Text: Read Case studies 1 through 4. Read Lecture 3 and 4. Group 1 will focus on Case Study 1. Group 2 will focus on Case Study 2. Other Reading: TBA
3	Dialogic Communication Writing/speaking to the public. Mission Statements/Corporate Codes of Ethics	Text: Read Case Studies 5 through 7. Read Lecture 5 and 6. Group 3 will focus on Case Study 6. Group 4 will focus on Case Study 7. Other Reading: TBA
4	Participation Communicating with diverse audiences.	Text: Read Case Studies 8 through 10. Read Lecture 7 and 8. Group 5 will focus on Case Study 8. Group 6 will focus on Case Study 9.

		Other Reading: TBA
5	Transparency: The New Corporate buzz word. Can a company be truly transparent?	Text: Read Case Studies 11 through 14 Read Lectures 9 and 10. Group 7 will focus on Case Study 11. Group 8 will focus on Case Study 12. Other Reading TBA.
6	Accountability and Courage Informal Final Project Presentations.	Text: Finish the Case Studies. Group 9 will focus on Case Study 15. Group 10 will focus on Case Study 18. Read "Afterword." Read Lecture 11.

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- *Plagiarism* – intentionally representing the words or ideas of another as one's own in any academic exercise without providing proper documentation by source by way of a footnote, endnote or intertextual note.
- *Unauthorized collaboration* – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual's.
- *Participation in academically dishonest activities* – Examples include stealing an exam, using a pre-written paper through mail order or other services, selling, loaning or otherwise distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts; alternation, theft, forgery, or destruction of the academic work of others.
- *Facilitating academic dishonesty* – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

Northeastern University Online Policies and Procedures

For comprehensive information please go to http://www.cps.neu.edu/online/

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Northeastern University
College of Professional Studies

CMN 6050 CRISIS COMMUNICATION
CRN 70032
Blended - Thursday Class Meetings

Required Textbook(s)/Materials

Crisis Communication: Theory and Practice by Alan Jay Zaremba; ©2010 M.E. Sharpe, Inc. ISBN: 978-0-7656-2052-1

Additional articles, papers, case studies as provided and assigned.

NU Online

You can access the course at NU Online Blackboard located at http://nuonline.neu.edu. Click on the course link under the "My Courses" tab on/after the day that term opens. Get immediate online technical help 24/7 from the NU Online Support Center or by phone at 855-836-3520, or email at NUOnline@neu.edu.

Course Description

We will examine crisis communication from the perspective of practitioners as well as academics. Both groups have examined accommodation as well as avoidance strategies for crisis communication. Crises are a fact of life in organizations. Natural disasters, sexual harassment charges, psychopathic acts, and product callbacks are a few situations that require intelligent communication to internal and external stakeholders.

We will study crisis cases and examine principles and theories that can guide communication during crisis.

Learning Outcomes

Based on satisfactory participation in this course, a student should be able to achieve the following:

1. Demonstrate an understanding of:
    - The language of crisis communication; e.g. legitimacy, image restoration, etc.
    - The critical role of advance preparation
    - Relationship of communication principles and theory to crisis communication success

Please note: This course syllabus my change at any time at the instructor's discretion. Additional readings, discussions, and/or assignments may be introduced to cover current, relevant events or other learning opportunities.

- Relationship between organizational culture and crisis communication success
- The distinction between business continuity planning (i.e., returning to normal operations) and reputation management (i.e., how the organization will be judged in terms of its response to a crisis)
- The new forms of media monitoring to identify and respond to issues before they become full-blown crises and to track public sentiment on the organization's response in the event of a crisis
- Image restoration approaches

2. Learn academic and professional advice regarding "best practices" to crisis communication

3. Demonstrate ability to analyze crisis communication case studies, including recommendations for 'what I would have done instead'

4. Develop the elements of an effective crisis communication plan through participation in crisis communication simulations

Course Methodology

In achieving these learning outcomes, this course will be highly interactive. It is critically important for students to read all material closely and review learning objectives weekly. Each week, you will be expected to:

1. Attend and fully participate in all class sessions
2. Complete all assigned readings in textbook, course materials and lectures. (About 1.5 hours)
3. Participate in online Discussion Board postings; identify and raise for discussion any current issues and trends. (About 1 hour)
4. Complete individual and/or group case study analyses or exercises, as assigned, from textbook and other material provided. (Roughly 1.5 hours each, depending on complexity)
5. Submit two mini-papers on 1) impact of modern media on crisis, and 2) planning for crisis (Approximately 12 hours total)

Class Schedule/Topical Outline

A summary of expected weekly activity follows. For details about readings, lectures, assignments, etc., students should regularly review the weekly Course Material folder on NU Online.

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Week	Dates	Topic	Assignments
1	9/9-15	Introductions; deliver one minute "elevator pitch"/brief biographical sketch in class #1 Course introduction: Syllabus, textbook, expectations, deadlines, working style, feedback, papers, discussion board Lecture and discussion: 1) True confessions- personal experience with organizational crisis 2) Highlights of foundations, definitions Assignment of working groups and icebreaker exercise for Week #2 Group working session for Class #2 in-class assignments	Read syllabus and note any questions Prepare one minute elevator pitch/brief bio Read textbook Chapters 1 and 2: Foundations and Defining Crisis Communication

Please note: This course syllabus my change at any time at the instructor's discretion. Additional readings, discussions, and/or assignments may be introduced to cover current, relevant events or other learning opportunities.

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2	9/16-22	Debrief Discussion Board items Working groups present icebreaker exercise results Lecture and discussion: Organizational Theory & Crisis Communication Group working session for Class #3 in-class assignments	Discussion Board items Read textbook Chapter 3: Organizational Theory and Crisis Communication Prepare icebreaker exercise for in-class presentation/discussion
3	9/23-9/29	Debrief Discussion Board items Lecture and discussion: Modern media and crisis communication; Domino's Pizza example Group #1 presentation, facilitation of Discussion Board Case #1 Group working session for Class #4 in-class assignments	Discussion Board items Read research paper: Crisis Communications Management on the Web, Gonzalez-Herrero/Smith, Journal of Contingencies and Crisis Mgt. Group #1 prepare Discussion Board Case #1 Prepare paper #1 on impact of modern media on crisis comm. due Friday, Week #4
4	9/30-10/6	Debrief Discussion Board items Lecture and discussion: Planning for Crisis Group presentation, facilitation of Discussion Board Case #2 Group working session for Class #5 in-class assignments	Discussion Board items Read textbook Chapter 4: Planning for Crisis Group #2 prepare Discussion Board Case #2

Please note: This course syllabus my change at any time at the instructor's discretion. Additional readings, discussions, and/or assignments may be introduced to cover current, relevant events or other learning opportunities.

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5	10/7-10/13	Debrief Discussion Board items Lecture and discussion: Responding, Ethical Issues Group presentation, facilitation of Discussion Board Case #3	Discussion Board items Read textbook Chapters 5 and 6: Responding, Ethical Issues Group #3 prepare Discussion Board Case #3
6	10/14-19	Debrief Discussion Board items Lecture and discussion: Compare and contrast apologies Group presentation, facilitation of Discussion Board Case #4 Informal course critique	Discussion Board items Read textbook Chapters 7 and 8: Teams and Training the Spokesperson Group #4 prepare Discussion Board Case #4 Prepare paper #2 on crisis communication plan, due Friday, Week #6 Group peer evaluation due by end of week Submit formal NEU course critique

Grading/Evaluation Standards

Your grade for this course will be determined on the quality of your work in each of the following categories and assignments:

1. Class attendance and overall participation — 0 - 10%
2. Discussion Board — 25%
3. In-class group exercises and discussion case/topic facilitation — 15%
4. Paper exploring impact of modern media on crisis communication — 25%
5. Paper proposing structure of a crisis communication plan for an organization and situation of your choice, applying all relevant information from this course — 25%

Specific guidelines for content and expectations for each assignment will be provided online.

Please note: This course syllabus my change at any time at the instructor's discretion. Additional readings, discussions, and/or assignments may be introduced to cover current, relevant events or other learning opportunities.

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Assignments Designed to Achieve Learning Outcomes

Class attendance and overall participation (Blended format - classroom + online)
Student attendance in class and active engagement in all classroom and online exercises is critical for individual and group learning and successful outcomes. You are expected to critically examine and interpret the weekly assigned reading materials, lectures and case studies, and be prepared to apply, discuss and raise questions about them in all course activities.

A note on attendance/tardiness (Blended Courses Only)
As the weekly class session is a vital part of the learning experience, students are expected to attend every week, be on time for the start of class, and stay until the end of class. In the event of absence for extraordinary, legitimate and unavoidable situations, e.g. personal illness, urgent family business, work-related issues, transportation-related issues, religious requirements, inform the instructor by e-mail *before class*. Students should also keep their working group informed of any expected conflicts and schedule group work accordingly.

Discussion Board
One of the benefits of a blended course is the opportunity to connect online and in classroom discussion. Typically, at least two discussion items will be posted to our course site each week. Some may be marked for online discussion exclusively; others for preliminary discussion online with closure on the topic in class session.

All Discussion Board items require at least one primary response to each discussion question, and at least one secondary response to a posting of interest from other students or the instructor. Please feel free to challenge the views of others, but be respectful of the efforts and opinions of classmates.

Overall, Discussion Board responses will demonstrate that you have given thought to how the subject relates to course material. Substantive, high-quality discussion comments have the following characteristics:
1. Comments are pertinent and demonstrate critical understanding of the topic by expanding the issue, bringing in additional perspectives, and promoting additional discussion in a respectful way.
2. Student contributions meet length, frequency, and writing quality requirements, as well as due dates – the Writing Quality Rubric (see below) applies.
3. Comments skillfully apply ideas and facts from readings, lectures, and the student's own organizational communication experience.
4. They raise interesting questions and go beyond a simple restatement of facts taken from the reading or lecture materials.
5. They extend the discussion meaningfully and further our understanding of the issues being explored.
6. They are constructive and show respect for others involved in the discussion.
7. They are clear and concise, rather than obscure and rambling.

Discussion Board schedule and process
1. Discussion items will be briefed in Thursday class sessions.
2. Complete your primary post to each weekly discussion item by close of day (11:59 pm) Monday.
3. Comment on at least one other classmate's post on each item by close of day (11:59 pm) Wednesday.
4. Items marked for in-class group facilitation will be scheduled for the FOLLOWING week's class; i.e. Week 1, 2, 3, 4 discussion items will be scheduled for Week 3, 4, 5, 6 class, respectively.

Please note: This course syllabus my change at any time at the instructor's discretion. Additional readings, discussions, and/or assignments may be introduced to cover current, relevant events or other learning opportunities.

In-class group exercises and discussion case/topic facilitation
You will be assigned to one of four working groups (3-4 students each) to facilitate class discussion on a variety of assigned case studies and discussion topics. Time will be reserved at the end of class sessions to allow groups to organize work, delegate responsibilities, and consolidate input from group members.

Discussion Board items will be assigned to specific groups to consolidate online comments, facilitate class discussion and address the following questions:
1. What are the one or two most important ideas or themes that emerged from the discussion?
2. What remains unresolved or contentious about this topic?
3. What do class members understand better as a result of this discussion?
4. What do we need to talk about and explore to better understand the issue(s) addressed in the discussion?

Other group exercises will include specific case situations, topics and questions from the textbook, reading materials and current events.

Groups are encouraged to use simple PowerPoint slides or handouts to support class discussion, as appropriate, recognizing that communication professionals must be able to present their ideas and arguments concisely and persuasively. The instructor may post these to the course site after the exercise is completed.

Overview of individual papers
Two brief, specific and substantive individual papers will be required for course grade. One will cover the role of modern media in crisis communication, due the end of Week #4. Another, due the end of Week #6, will require you to document a high-level communication plan for an organization and situation of your choice, applying all relevant principles learned from this course.

A briefing on individual papers will be provided in Week #1 and in writing online. Papers should be 4-6 pages each (1+1/2 line spacing) submitted in appropriate academic style with citations of all sources. Expectations for writing quality are high. See Writing Quality Standards below.

Graded Assignments – Instructions for submission
In the Assignments folder, click on the View/Complete Assignment link to view each assignment. Attach your completed assignments here and click Submit to turn them in. Once your assignment has been graded, you will be able to view the grade and feedback by clicking on Tools, View Grades from the Northeastern University Online Campus tab. **Please note**: Assignments will not be accepted by email.

Northeastern University
College of Professional Studies

General Grading Rubric and Grading Scale
In assessing the quality of student work, the following criteria apply; in addition, each assignment will have more specific criteria.

Scale	What It Means
A (94-100)	Outstanding, insightful work. Goes beyond requirements of the task to develop a response that is thoughtful, reflective, considers alternative views and makes connections among ideas and information from different sources or from different aspects of the course. Well researched and documented (if research is part of assignment). Displays creativity and originality.
A- (90-93)	Very good work. Purposefully and logically developed. Thoroughly addresses all aspects of the task. Synthesis of details and concepts from various sources or topics shows evidence of sound understanding and thoughtful examination. Research information appropriately cited (if research is part of assignment).
B+ (87-89)	Good work. Generally clear, accurate and relevant. Adequately addresses all requirements of the task. Demonstrates understanding of course concepts, with evidence of some thoughtful examination and reflection. Development is generally logical, facts generally correct. Tends to focus on one interpretation.
B (84-86)	Satisfactory work. Shows basic understanding of concepts with minimal evidence of reflection or thoughtful analysis. Complies with the basic requirements, relies on limited sources of information, little integration of concepts.
B- (80-83)	Minimally satisfactory work. Shows some understanding of concepts with little reflection or analysis. Barely meets basic requirements of assignment.
C+ (76-79) C (73-75) C- (70-72)	Unsatisfactory work. Fails to address the topic in a meaningful way. May be extremely brief, inaccurate, illogical or undeveloped

Late Submission of Work
Each assignment is due in our class meetings or by midnight of the date indicated, as appropriate. Late assignments will be subject to a grade level deduction. There are no make-up dates or extensions for the assignments except for documented personal emergencies or special permission granted by the instructor in writing. Special permission must be requested in writing to the instructor at least two days prior to the due date of the assignment. No late submissions or extensions are possible during the last week of the class. Late Discussion Board responses will receive no credit.

Writing Quality Rubric
These writing standards will be applied to both writing assignments and Discussion Board. An excellent source of information about grammar and sentence structure is the Purdue Online Writing Lab

Please note: This course syllabus my change at any time at the instructor's discretion. Additional readings, discussions, and/or assignments may be introduced to cover current, relevant events or other learning opportunities.

(http://owl.english.purdue.edu/). Students should also take advantage of the free tutoring offered through Smarthinking and, if location permits, the NU Writing Center on campus.

Scoring Level	Grammar, Mechanics, Usage	Clarity and Coherence
Acceptable level of Proficiency	While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the writing sample. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources.	Sentences are structured and words are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer's points easy to follow.
Moderate Proficiency – half grade level reduction	Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions distract the reader. Writing does not consistently follow appropriate style and/or format. Source documentation is incomplete. It may be unclear which references are direct quotes and which are paraphrased.	Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.
Minimal Proficiency – full grade level reduction	Writing contains numerous errors in spelling, grammar, and/or sentence structure that interfere with comprehension. Style and/or format are inappropriate for the assignment. Fails to demonstrate thoroughness and competence in documentation.	Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.

Academic Honesty and Integrity Statement

The University views academic dishonesty as one of the most serious offenses that a student can commit while in college and imposes appropriate punitive sanctions on violators. Here are some examples of academic dishonesty. While this is not an all-inclusive list, we hope this will help you to understand some of the things instructors look for. The following is excerpted from the University's policy on academic honesty and integrity; the complete policy is available at http://www.northeastern.edu/osccr/academichonesty.html

Please note: This course syllabus my change at any time at the instructor's discretion. Additional readings, discussions, and/or assignments may be introduced to cover current, relevant events or other learning opportunities.

- *Cheating* – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise. This may include use of unauthorized aids (notes, texts) or copying from another student's exam, paper, computer disk, etc.
- *Fabrication* – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.
- *Plagiarism* – intentionally representing the words or ideas of another as one's own in any academic exercise without providing proper documentation by source by way of a footnote, endnote or inter-textual note.
- *Unauthorized collaboration* – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual's own.
- *Participation in academically dishonest activities* – Examples include stealing an exam, using a prewritten paper through mail order or other services, selling, loaning or otherwise distributing materials for the purpose of heating, plagiarism, or other academically dishonest acts; alternation, theft, forgery, or destruction of the academic work of others.
- *Facilitating academic dishonesty* – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

Please note: This course syllabus my change at any time at the instructor's discretion. Additional readings, discussions, and/or assignments may be introduced to cover current, relevant events or other learning opportunities.

Northeastern University Online
College of Professional Studies
Course Syllabus

CMN 6060 Negotiation, Mediation and Facilitation, CRN 80690
CPS Quarter, First Half Session, Blended 6-week term

All students are required to download and read a copy of the CPS Student Handbook, at http://www.cps.neu.edu/student-services/student-handbook.

Required Texts:

1. GettingtoYes:NegotiatingAgreementWithoutGivingIn (3rd ed.). By Roger Fisher and William Ury. Penguin Books. ISBN-13: 978-0-14-311875-6.
2. Negotiation:Readings,ExercisesandCases (6th ed.). By Roy Lewicki et al. McGraw-Hill. ISBN-13: 978-0-07-353031-4.

Course Description

Introduces the techniques of dispute resolution. Emphasizes the processes of mediation, facilitation, and negotiation. Examines techniques suggested by practitioners and researchers regarding best practices for effective negotiation. A central part of the course requires students to participate in and evaluate negotiation simulations.

Course Outcomes and Objectives

This course will provide you with the opportunity to:

1. Demonstrate a conceptual understanding of conflict situations in organizational settings and the role of negotiation, mediation, and other communication techniques in the conflict resolution process.
2. Assess the wide range of variables, including gender and cultural influences, that affect conflict resolution situations through analysis of case studies and application of assessment tools.
3. Select appropriate negotiation and mediation techniques for specific conflict resolution scenarios.
4. Identify and address the ethical issues that can emerge during the negotiation process.
5. Apply negotiation and mediation techniques in the workplace and other organizational settings based on role-play and simulations in the course.

Course Methodology

Each week, you will be expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Review lecture materials for the week.
4. Participate in the online discussion board.
5. Attend and participate in weekly on-ground classroom sessions.
6. Complete and submit all assignments by the due dates.

Communication/Submission of Work

In the Assignments folder, click on the View/Complete Assignment link to view and each assignment. Attach your completed assignments here and click Submit to turn them in to me. Once your assignment has been graded, you will be able to view the grade and feedback I have provided by clicking on My Grades in the Tools module from the Northeastern University Online Campus tab.

Students should post all course content-oriented communication on the discussion board instead of via e-mail so that all students can benefit from each others' learning.

Grading/Evaluation Standards

Your final grade will have four components:

Participation in weekly online discussion boards 30%

Each week, you will be expected to post on the discussion board:

1. At least one primary response to each discussion question by Thursday at midnight (ET).
2. At least two additional responses to posts by a classmate or the professor by Sunday at midnight (ET), for a total of at least three posts each week.
3. All postings are expected to be professional in tone, clear, comprehensible, and competently produced and delivered. The content should be substantive and reflect an understanding of the lectures and assigned readings.

<u>Grading</u>: Each week's discussion is worth 5 points. Responses posted after the end of the week will receive no credit.

Participation in on-ground classroom sessions 20%

Please come to class prepared to discuss the assigned readings for each week and participate in related case studies.

Grading: Each week's classroom participation is worth 5 points. Extraordinary, legitimate, and unavoidable situations may result in an excused absence. If at all possible, you should let me know of any absence or anticipated tardiness before class. Unexcused tardiness to class will result in a deduction of one point.

Assessment of Negotiation or Mediation Participation 25%

By the end of Week 4, you will prepare a 2-3 page paper assessing your preparation for and execution of one of the negotiation or mediation exercises in which you have participated in class.

Analysis of Individual Negotiation Style 25%

In Week 6, you will complete a 4-5 page analysis of your personal negotiation style, including a discussion of your areas of strength and weakness and goals for the future.

Grading of written assignments:

A = Excellent
This work demonstrates comprehensive and solid understanding of course material, and presents thoughtful interpretations, well-focused and original insights, and well-reasoned commentary and analysis. Includes illuminating examples and illustrations and fluent verbal/written expression. "A" work is coherent, thorough, and shows some creative flair. There are very few grammatical or mechanical errors -- misspellings, usage errors, awkward wording, or problems with punctuation or any other mechanical issues that would otherwise distract the reader.

B = Good
This work demonstrate a complete and accurate understanding of course material, presenting a reasonable degree of insight and broad level of analysis. Work reflects competence, but stays at a general or predictable level of understanding. Examples and illustrations are used appropriately and articulation/writing is clear. "B" work is reasonable, clear, appropriate, and complete. There are enough minor grammar issues in the paper to distract the reader, but the errors do not make the writing incomprehensible. For example, there may be misspellings (fewer than five in a three to five page paper, although even that is too many!) or one or two minor syntactical issues. Usually, a "B" means you did not proofread carefully enough.

C = Adequate/Fair
This work demonstrates understanding that covers most of the basics, but remains incomplete, superficial, or expresses some important errors or weaknesses. The work may lack concrete, specific examples and illustrations, articulation/writing may be hard to follow or vague. There are enough grammar, usage, spelling, and/or other mechanical problems not only to be distracting, but to detract from clarity; so the reader begins to focus more on your grammatical abilities than the content of what you are writing. A "C" means "average".

D = Unsatisfactory
This work demonstrates a serious lack of understanding, and fails to demonstrate the most rudimentary elements of the course assignment. The work may be inarticulate or extremely difficult to read.

CumulativeNumericalPercentage	LetterGrade
94-100	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
60-69	D
0-59	F

All work should be clear, comprehensible, and competently produced. In addition, please review the discussion of grading standards in the CPS Student Handbook, available at http://cps.neu.edu/student-resources/.

Class Schedule / Topical Outline

Week	Dates	Topic	Reading	Assignments
1	April 7-13	Introduction to Dispute Resolution Techniques	Getting to Yes, Introduction and Chapter 1 Negotiation, Sections 2.1, 4.2, 4.3	1. Online: participate in discussion board 2. April 10 on-ground class: complete and discuss Questionnaire 1, Personal Bargaining Inventory, on pages 677-79 of Negotiation
2	April 14-20	Negotiation Planning and Strategies	Getting to Yes, Chapters 2-5 Negotiation, Sections 1.4, 1.5, 1.8, 2.6, 7.3	1. Online: participate in discussion board 2. April 17 on-ground class: participate in “Salary Negotiations” simulation (Exercise 14 on page 513 of Negotiation) 3. Complete e-mail negotiation (Exercise 17 “Live8” on page 520 of Negotiation) for on-ground discussion in Week 3

3	April 22-27 (April 21 is Patriots' Day, a state holiday)	Communication; Negotiation Challenges	Getting to Yes, Chapters 6-8 Negotiation, Sections 2.8, 6.2 "Internet Characteristics and Online Alternative Dispute Resolution" in Reading folder	1. Online: participate in discussion board 2. April 24 on-ground class: discuss e-mail negotiation completed during Week 2
4	April 28-May 4	Mediation	Negotiation, Section 6.6 "Understanding Mediators' Orientations, Strategies, and Techniques: A Grid for the Perplexed" in Reading folder	1. Online: participate in discussion board 2. May 1 on-ground class: participate in "Third-Party Conflict Resolution" simulation (Exercise 29 on pages 552-56 of Negotiation) 3. Assessment of Negotiation or Mediation Participation due
5	May 5-11	Ethics; Gender Differences; Cross-Cultural Negotiation	Negotiation, Sections 2.10, 2.11, 4.1, 5.1, 5.2, 5.3	1. Online: participate in discussion board 2. May 8 on-ground class: (a) participate in "The Employee Exit Interview" simulation (Exercise 16 on page 519 of Negotiation); (b) discuss the "Sick Leave" scenario (Case 8 on pages 666-75 of Negotiation)
6	May 12-17	Best Practices in Negotiation and Mediation	Getting to Yes, In Conclusion and Ten Questions People Ask . . . Negotiation, Sections 7.1, 7.2, 7.4	1. Online: participate in discussion board 2. May 15 on-ground class: complete and discuss Questionnaire 1, Personal Bargaining Inventory, on pages 677-679 of Negotiation 3. Analysis of Individual Negotiation Style due

Academic Integrity Policy

The University views academic dishonesty as one of the most serious offenses that a student can commit while in college and imposes appropriate punitive sanctions on violators. Here are some examples of academic dishonesty. While this is not an all-inclusive list, we hope this will help you to understand some of the things instructors look for. The following is excerpted from the University's policy on academic integrity; the complete policy is available in the Student Handbook. The Student Handbook is available on the CPS StudentResourcespage > Policies and Forms.

Cheating – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise

Fabrication – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise

Plagiarism – intentionally representing the words, ideas, or data of another as one's own in any academic exercise without providing proper citation

Unauthorized collaboration – instances when students submit individual academic works that are substantially similar to one another; while several students may have the same source material, the analysis, interpretation, and reporting of the data must be each individual's independent work.

Participation in academically dishonest activities – any action taken by a student with the intent of gaining an unfair advantage

Facilitating academic dishonesty – intentionally or knowingly helping or attempting to violate any provision of this policy

For more information on Academic Integrity, including examples, please refer to the Student Handbook, pages 9-11.

Northeastern University Online Policies and Procedures

For comprehensive information please go to http://www.cps.neu.edu/online/

Student Technical Support:

help@neu.edu or call 617-373-4357 (HELP)

CPS Blackboard also provides 24x7 technical support for students. Click on the "help" button in CPS Blackboard for how to contact technical support. You can also use the CPS Blackboard Support Center.

Northeastern University Online Copyright Statement

Northeastern University
College of Professional Studies

CMN 6090, CRN 70562 Organizational Culture, Climate and Communication. Online. 6-week term

Required Textbook(s)/Materials

The following two textbooks are required at the beginning of this course—they are not optional so please plan ahead. You may purchase these books online through the NEU bookstore at northeastern.bkstore.com. The bookstore also provides fast and reliable priority and overnight shipping.

- Schein, Edgar (2010). Organizational Culture and Leadership (4th ed.), San Francisco, CA: Jossey-Bass (1st ed. 1985). ISBN 978-0-470-19060-9

- Kotter, J. & Cohen, D. (2002). The Heart of Change, Boston, MA: Harvard Business School Press. ISBN 978-1-57851-254-6

- Articles, case studies, and links to other online resources will be available on the course Web site at no cost.

NU Online

- **24/7 NU Online Technical Support**
  Get immediate 24/7 technical support for NU Online by calling 855-836-3520 or email NUOnline@neu.edu. For answers to common questions you may also visit the NU Online support portal at: http://smartipantz.perceptis.com/neu/content/default.aspx

- **A headset** (headphones plus microphone) is optional and will allow you access to Wimba Pronto and Wimba Classroom functionality on NU Online. Some student groups like to explore added technology to exchange ideas. The Logitech ClearChat Comfort USB Headset, or the Plantronics Audio 470 or 500, or comparable brands/models, are recommended.

Northeastern University
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Course Description

Examines the relationship between organizational culture and communication and discusses the advantages and elements of a supportive communication climate. Some researchers believe that the culture of the organization drives the communication quality in an organization. Examines both case analysis and academic research to address common problems pertaining to cultivating supportive communication climates and methods for improving these climates.

Course Outcomes

Based on satisfactory participation in this course, a student should be able to:

- Define organizational culture, including the levels of culture (artifacts, values, underlying assumptions).
- Explain how organizational culture is formed and changed, including external adaptation, internal integration, primary and secondary embedding mechanisms.
- Explain and apply practical models for managing organizational change, including John Kotter's eight-step change process.
- Explain the interdependent relationship between organizational culture, leadership and communication.
- Assess the elements of culture in an organization using diagnostic tools and approaches.
- Develop a communication plan that supports the business and behavioral objectives of an organization's change initiative.

Course Methodology

As this course is an offering in the College of Professional Studies, my aim is to bridge communications theory and practice. I'll do this by supplementing our academic course material with my unique insights as a seasoned professional. That means pointing out important concepts from our textbooks and case studies, reacting to theories presented by scholars, and providing a personal reality check about how these "Ivory Tower" beliefs actually play out in a workplace. Your perspectives and experiences will be invaluable to our collective learning as well, and you'll be required to actively contribute and collaborate through our discussion boards, individual papers, and interactive assignments.

Each week, you'll be expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Complete all lecture materials.
4. Participate in the Discussion Boards.
5. Complete and submit all assignments by the due dates.

Class Schedule/Topical Outline

For complete details about readings, lectures, assignments, etc., students should regularly review the weekly Course Material folder on NU Online. This is a general overview and subject to be updated.

Northeastern University
College of Professional Studies

Course Outline

Week	Dates	Topic	Assignments
1	10/21 – 10/27	Organizational Culture & Leadership Defined: why bother, levels, case studies, groups	-Read Schein Chpts. 1-4, Kotter Chpts. 1-3, and online lectures -Complete assignments -Participate in discussion
2	10/28 – 11/3	Dimensions of Culture: external adaptation, internal integration, reality and truth, time and space	-Read Schein Chpts. 5-8, Kotter Chpts. 4-6, and online lectures -Individual organizational experience paper due -Participate in discussion
3	11/4 – 11/10	Culture & Leadership: human nature, cultural typologies, deciphering culture, new groups	-Read Schein Chpts. 9-12, Kotter Chpts. 7-8, and online lectures -Participate in discussion
4	11/11 – 11/17	The Leadership Role: culture creation, transmitting culture, organizational "midlife," how culture changes	-Read Schein Chpts. 13-16, case study, and online lecture -Individual news event paper due -Participate in discussion
5	11/18 – 11/24	Managing Change: conceptual change model, assessing cultural dimensions, change cases	-Read Schein Chpts. 17-19, case study, and online lecture -Begin collaborative work -Participate in discussion
	11/25 - 12/1	No Class—Thanksgiving Recess	
6	12/2 – 12/7	New Leadership Roles: learning culture and leader, cultural islands	-Read Schein Chpts. 20-21 and online lecture - Continue collaborative work -Individual communication plan due

Grading/Evaluation Standards

Students can earn up to 300 total points derived from the following coursework:

- Discussion Boards – 60 pts.
- Individual Assignments – 160 pts.
- Collaborative Project – 80 pts.

Assignments designed to achieve learning outcomes

Northeastern University
College of Professional Studies

Discussion Boards (60 pts.):

The weekly Discussion Boards provide a forum for examining concepts that we've covered from our textbook readings, case studies, articles or assignments. It's an important way for us to interact with one another in our "virtual" class. You should read a wide variety of posts each week to broaden your knowledge and perspective.

I do not regard this as a casual exercise as your posts constitute a significant portion of your overall grade. They should be thoughtful, well crafted, and engaging — as opposed to the spontaneous and informal texts or emails that we have all grown accustomed to sending. Students must post one "primary response" to a discussion question I provide weekly and a secondary response to another student's post — each about 1 page (250 words) in length. Students may receive 10 points each week for satisfactorily responding to both posts. Partial credit of 5 points may be given if posts lack sufficient detail or clarity or are late. You are welcome to respond to additional students and engage in multiple online dialogues; however, I will only grade those posts you mark as "Primary" and "Secondary" to ensure grading consistency from week to week.

To receive full credit, Discussion Board posts must have the following attributes:

- Comments skillfully apply ideas and facts from readings, lectures, and student's own organizational communication experience.

- Comments are pertinent and demonstrate critical understanding of the topic by expanding the issue, bringing in additional perspectives, and promoting additional discussion with other students in a respectful way.

- Student contributions respond thoroughly to the question posed, and meet length, frequency, and writing quality requirements, as well as due dates – the Writing Quality Rubric (see below) applies.

Individual Assignments (160 pts.):

Here's your chance to research topics of interest to you related to organizational culture, climate, and communications. You'll write two separate papers during Week 2 and Week 4 per the following guidelines:

- **Analysis of Personal Organizational Experience (80 pts.)**. People often write most persuasively about topics they know well. Therefore, for your first paper, you will describe a personal organizational experience. This could be a present or past job, your experience as a student at NEU, or membership in some other professional or community association. Tell me about the organization, its leader and values, and what it hopes to accomplish. Discuss your role and responsibilities, and how you get along with others there. Finally, as a member, what recommendation would you make to help your organization achieve an important goal? Tap into your interests and expertise in offering a plausible suggestion. In addition to your views and experiences, I expect you to include outside research about your organization from its website, company press releases or annual reports, or other news and media coverage. You will analyze this material based on our course readings and lectures.

- **Analysis of Current Event in the News (80 pts.).** Time to broaden your horizons! You will research various news sources to identify one organization in which you're not a member that's making headlines for some reason related to organizational culture, climate, or communications. Perhaps the organization has a high profile leader like a president or CEO being featured for some decision,

statement, or other action. Maybe the organization is undergoing some transformative change, e.g. joint venture, merger, downsizing, new product launch, etc. The organization could also be in the spotlight related to its culture or values, e.g. ethics violation, employee/labor issues, product recalls, law suits, community outreach efforts, etc. In addition to reading news coverage, you will uncover some additional facts about the organization itself, e.g. vision, strategy, values, performance, etc., to look for possible connections (and disconnections) between its beliefs and behaviors. Of course, you will need to analyze your findings based on our course readings, lectures, and other material.

Each paper should be between 3-4 pages (750-1,000 words) in length with citations and references formatted according to the *APA Style Guide*. More details about the assignments will be provided online under our weekly Assignments folders.

Collaborative Project—Graded on Your Individual Performance (80 pts.):

This next assignment will let you apply your growing insights from our course and your first two analysis papers in a practical way. This time, you'll create a strategic communications plan that supports the business and behavioral objectives of an organization's change initiative. During **Week 5** and **Week 6**, students will break into smaller online discussions and work collaboratively to examine select organizations I present, assess current business needs or opportunities, and propose plausible initiatives. This will include stakeholder analysis, key messages, goals and objectives, communication tactics, and measurement. Consider these groups "Think Tanks" where you exchange ideas freely and learn from one another—but also submit your own work separately to receive individual grades. Active participation is required and will result in a higher grade. Your final plan is due the last day of class, is worth 80 pts., and should be 3-4 pages (750-1,000 words). Citations and references, if used, should be formatted according to the *APA Style Guide*. More details about the assignments will be provided online under our weekly Assignments folders.

Grading Scale and Evaluation Criteria

In assessing the quality of student work, the following criteria apply; in addition, each assignment will have more specific criteria.

Scale	***What It Means***
A (94-100)	Outstanding, insightful work. Goes beyond requirements of the task to develop a response, which is thoughtful, reflective, considers alternative views and makes connections among ideas and information from different sources or from different aspects of the course. Well researched and documented (if research is part of assignment). Displays creativity and originality.
A- (90-93)	Very good work. Purposefully and logically developed. Thoroughly addresses all aspects of the task. Synthesis of details and concepts from various sources or topics shows evidence of sound understanding and thoughtful examination. Research information appropriately cited (if research is part of assignment).

B+ (87-89)	Good work. Generally clear, accurate and relevant. Adequately addresses all requirements of the task. Demonstrates understanding of course concepts, with evidence of some thoughtful examination and reflection. Development is generally logical, facts generally correct. Tends to focus on one interpretation.
B (84-86)	Satisfactory work. Shows basic understanding of concepts with minimal evidence of reflection or thoughtful analysis. Complies with the basic requirements, relies on limited sources of information, little integration of concepts.
B- (80-83)	Minimally satisfactory work. Shows some understanding of concepts with little reflection or analysis. Barely meets basic requirements of assignment.
C+ (76-79) C (73-75) C- (70-72)	Unsatisfactory work. Fails to address the topic in a meaningful way. May be extremely brief, inaccurate, illogical or undeveloped.

Late Submission of Work

Late assignments, collaborative work, or postings to the discussion board will be subject to a full grade level deduction unless prior instructor permission is received.

Writing Quality Standards

These are the writing standards that will be used in evaluating both individual and group assignments as well as Discussion Boards:

Scoring Level	Grammar, Mechanics, Usage	Clarity and Coherence
Good level of Proficiency	While there may be **minor** errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the written	Sentences are structured and words are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between

	assignment.	paragraphs make the writer's points easy to follow.
Moderate Proficiency – half grade level reduction (5%)	**Frequent** errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions **distract** the reader, but the reader is able to completely understand what the writer meant. Writing does not consistently follow appropriate style and/or format.	Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.
Minimal Proficiency – full grade level reduction (10%)	Writing contains **numerous** errors in spelling, grammar, and/or sentence structure which **interfere with comprehension**. The reader is unable to understand some of the intended meaning. Style and/or format are inappropriate for the assignment.	Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.

If students need help to improve writing skills, the following free resources are available:

- **Smarthinking** (available free in Tool section of Blackboard) – this allows students to submit **personal written material in any subject** and have it reviewed by an e-instructor within a 24-hour window (in most cases). The help generally focuses on organizational issues versus grammar and mechanics.
- **Writing Center** on Northeastern Campus – contact the center to schedule an appointment at: https://neu.mywconline.com/ Tutors will examine a broader scope of writing issues, including basic spelling, punctuation, grammar and other mechanics.
- **International Tutoring Center** on Northeastern Campus 50-minute appointments for ELL writing instruction, TOEFL prep, and assistance on research projects. For appointments: https://neu.mywconline.net/ Tutors assist students working on improving English and writing skills.
- **The Purdue Online Writing Lab** (http://owl.english.purdue.edu/owl/) provides free online material to help students with writing basics and APA Style.

Academic Honesty and Integrity Statement

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- *Cheating* – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise. This may include use of unauthorized aids (notes, texts) or copying from another student's exam, paper, computer disk, etc.

- *Fabrication* – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.

- *Plagiarism* – intentionally representing the words or ideas of another as one's own in any academic exercise without providing proper documentation by source by way of a footnote, endnote or inter-textual note.

- *Unauthorized collaboration* – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual's.

- *Participation in academically dishonest activities* – Examples include stealing an exam, using a prewritten paper through mail order or other services, selling, loaning or otherwise distributing materials for the purpose of heating, plagiarism, or other academically dishonest acts; alternation, theft, forgery, or destruction of the academic work of others.

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Northeastern University
College of Professional Studies

CMN 6110: Group Dynamics and Meeting Management
Spring Session B -- Virtual Format (CRN 80541)

Required Textbook/Materials

- **Text:** The Secrets of Facilitation: The SMART Guide to Getting Results with Groups, New and Revised, by Michael Wilkinson, Jossey-Bass, 2012, ISBN 9781118206133..
- **Case Study:** TerraCog Global Positioning Systems, #2184, Harvard Business Publishing, 2008

NU Online

- **24/7 NU Online Technical Support**
  Get immediate 24/7 technical support for NU Online by calling 855-836-3520 or email NUOnline@neu.edu. For answers to common questions you may also visit the NU Online support portal at: http://smartipantz.perceptis.com/neu/content/default.aspx

- **We will be using the Blackboard Collaborate function in blackboard – please obtain a headset** (headphones plus microphone) Students will need to access Blackboard Collaborate for the virtual meeting practice sessions during Weeks 5 and 6.

Course Description

Examines common problems with organization meetings and intervention techniques that can be employed to reduce the tensions associated with such interaction. Discusses methods used for evaluating individual members in meeting contexts. A central part of the course involves participation in and evaluation of meeting interaction.

Learning Outcomes

This is a skill development course, in which students learn about key meeting facilitation principles and techniques and apply them to a variety of meeting situations.

Based on satisfactory participation in the course, student should be able to:

1. Demonstrate awareness of the role meetings play in organizational communication and performance.

2. Demonstrate an understanding of key facilitation principles and techniques, including:

- The 5 'P's of preparation
- Elements of a meeting agenda
- Questioning techniques
- Starting techniques
- Focusing techniques
- Recording techniques
- Process techniques, including brainstorming, information gathering, and consensus building
- Conflict resolution techniques

3. Identify areas of strength and weakness in meeting practices by understanding the relationship between meeting dynamics and organizational culture using a 'meeting culture' assessment tool.

4. Evaluate the effectiveness of meetings using a Meeting Evaluation tool.

5. Develop facilitation guides, which incorporate facilitation best practices and apply to several different meeting purposes and scenarios.
6. Facilitate virtual meetings using course concepts and techniques and based on class practice sessions.

Course Methodology

This is an online course employing a mix of lecture, reading, discussion boards, written assignments, and practical application.

While students can access these materials at their convenience, they are expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Complete all lecture materials for the week.
4. Participate in the Discussion Boards.
5. Complete and submit all assignments by the due dates.

Class Schedule / Topical Outline

This is a general outline of course topics and assignments.

For details about readings, lectures, assignments, etc., students should regularly review the weekly Course Material folder on NU Online.

Week	Beginning Week of	Topic	Reading	Assignments
1	5/19	Laying the groundwork for effective meetings	Wilkinson, chapters 1,3,12 – in addition, during most weeks, articles will be posted in the Reading folder in Course Material.	Discussion Board (DB) and lecture
2	5/26	Implementing the elements of effective meetings	Wilkinson, chapters 2,4,5,6,11 and assigned articles.	DB and lecture

3	6/2	Employing process techniques to engage meeting participants	Wilkinson, chapters 7,8,10,12 and assigned articles.	DB and lecture; submit TerraCog case
4	6/9	Managing group dysfunction and virtual meetings	Wilkinson, chapters 9,13, 15, 16	DB and lecture; Review of Wimba Classroom
5	6/16	Employing brainstorming and information gathering processes in facilitated practice sessions	Review Wilkinson	DB; Virtual facilitation practice sessions
6	6/23	Facilitating resolution of Level 1 and Level 2 disagreements in facilitated practice sessions	Review Wilkinson	DB, virtual meetings; Submit Virtual Meeting Reflections

Grading/Evaluation Standards

The course grade will be derived from the following coursework, weighted as follows:

- TerraCog case analysis – 30%
- Discussion boards – 25%
- Virtual meeting practice sessions:
    - Facilitation Guide – 15%
    - Virtual meeting reflections – 30%

Assignments designed to help students achieve learning outcomes:

The course includes a mix of written assignments, discussion board forums, and facilitation practice. The two major written assignments are a Meeting Culture Essay and the TerraCog Case Study Analysis.

In addition, students will design and facilitate a virtual meeting in order to translate course concepts and techniques into facilitation experience. Regardless of a student's experience with meeting facilitation and participation, these practice sessions are a good opportunity to test out facilitation and meeting interaction techniques.

TerraCog Case Study Analysis

The case study method is used by most of the instructors in the Organizational Communication curriculum at Northeastern. For an excellent introduction to the case method, read John Hammond's "Learning by the Case Method" article posted in the Week 1 Reading folder.

This case study analysis will require students to assess the group dynamics at TerraCog, a GPS manufacturing company, and recommend steps to improve meeting effectiveness as it relates to a major

product launch.

Virtual Meeting Practice

During the 5th and 6th weeks of the course, students will facilitate virtual meetings. We will use the Helix case study (see Week 1 Course Material) as our hypothetical organization. The class will be formed into teams with a designated Group Page on NU Online. Each member of the team will be assigned a meeting scenario for which he/she will prepare a Facilitation Guide.

We will be using the Blackboard Collaborate feature on NU Online so students will need to become comfortable with this webex-like functionality.

Since we will be using Blackboard Collaborate, a requirement for this course is that students have access to a headset with microphone to plug into their computer.

Team members will schedule mutually-convenient times for 40-minute meetings. Technical and logistical details are provided in Course Material.

Discussion Boards

Every week, Discussion Board questions in various formats that will enable students to explore course concepts and relate their own meeting experiences to course topics.

The overall evaluation criteria and writing quality rubrics (see below) apply to Discussion Boards. Excellent discussion boards posts have the following characteristics:

- Students offer insightful, relevant comments that reflect a thoughtful consideration of the discussion topic.
- Students help clarify or build on other students' ideas where the assignment calls for interaction.
- Where students agree or disagree with another student's ideas, points-of-view are stated clearly and respectfully.
- Students reference pertinent course materials in their posts.

Responses to the weekly Discussion Boards must be posted by a specified date. The length of the post will be specified for each Discussion Board assignment. There is no credit for late posts.

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Grading Scale and Evaluation Criteria

In assessing the quality of student work, the following criteria apply; in addition, each assignment will have more specific criteria.

Scale	What It Means
A (94-100)	Outstanding, insightful work. Goes beyond requirements of the task to develop a response, which is thoughtful, reflective, considers alternative views and makes connections among ideas and information from different sources or from different aspects of the course. Well researched and documented (if research is part of assignment). Displays creativity and originality.
A- (90-93)	Very good work. Purposefully and logically developed. Thoroughly addresses all aspects of the task. Synthesis of details and concepts from various sources or topics shows evidence of sound understanding and thoughtful examination. Research information appropriately cited (if research is part of assignment).
B+ (87-89)	Good work. Generally clear, accurate and relevant. Adequately addresses all requirements of the task. Demonstrates understanding of course concepts, with evidence of some thoughtful examination and reflection. Development is generally logical, facts generally correct. Tends to focus on one interpretation.
B (84-86)	Satisfactory work. Shows basic understanding of concepts with minimal evidence of reflection or thoughtful analysis. Complies with the basic requirements, relies on limited sources of information, little integration of concepts.
B- (80-83)	Minimally satisfactory work. Shows some understanding of concepts with little reflection or analysis. Barely meets basic requirements of assignment.
C+ (76-79) C (73-75) C- (70-72)	Unsatisfactory work. Fails to address the topic in a meaningful way. May be extremely brief, inaccurate, illogical or undeveloped.

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Late Submission of Work

Each assignment is due by midnight of the date indicated. Late assignments will be subject to a grade level deduction. There are no make-up dates or extensions for the assignments except for documented personal emergencies or special permission granted by the instructor in writing. Special permission must be requested in writing to the instructor at least two days prior to the due date of the assignment. No late submissions or extensions are possible during the last week of the class. There is no credit for late Discussion Board submissions.

Writing Quality Standards

These writing standards will be used in evaluating both course assignments and Discussion Boards:

Scoring Level	Grammar, Mechanics, Usage	Clarity and Coherence
Acceptable level of Proficiency	While there may be **minor** errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the written assignment. Instructors in the Master's in Corporate and Organizational Communication use APA Formatting and Style Guide: http://owl.english.purdue.edu/owl/resource/560/01/	Sentences are structured and words are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer's points easy to follow.
Moderate Proficiency – half grade level reduction (5%)	**Frequent** errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions **distract** the reader, but the reader is able to completely understand what the writer meant. Writing does not consistently follow appropriate style and/or format.	Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.
Minimal Proficiency – full grade level reduction (10%)	Writing contains **numerous** errors in spelling, grammar, and/or sentence structure which **interfere with comprehension**. The reader is unable to understand some of the intended meaning. Style and/or format are inappropriate for the assignment.	Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.

Northeastern University
College of Professional Studies

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- **Smarthinking** (available free in Tool section of Blackboard) – this allows students to submit written material in any subject and have it reviewed by an e-instructor within a 24-hour window (in most cases).
- **Writing Center** on Northeastern Campus – contact the center to schedule an appointment.
- The Purdue Online Writing Lab (http://owl.english.purdue.edu/owl/) is a valuable source of information about grammar, sentence structure, and general writing skills

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Instances of plagiarism or academic dishonesty will result in a failing grade for the applicable assignment and, depending on the seriousness of the infraction, a failing grade for the course and/or submission of a report to the Office of Student Conduct and Conflict Resolution.

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Northeastern University Online
College of Professional Studies
Course Syllabus

COP 3940/6940 - Personal and Career Development
12-week term

Required Text(s)/Software/Tools:

Title: Strengths Finder 2.0 (REQUIRES A "NEW" COPY IN ORDER TO HAVE THE CODE TO TAKE THE ON-LINE ASSESSMENT)

Edition: First Author:
Tom Rath Publisher:
Gallup Press ISBN: 978-
1-59562-015-6

Title: Me 2.0
Edition: Revised and Updated October 2010
Author: Dan Schawbel
Publisher: Kaplan Publishing
ISBN: 1607147122

This course contains audio material and in some instances, you may be asked to participate in audio-based activities, such as a Voice Discussion Board. A headset (headphones plus microphone) will allow you to hear and record audio. The Logitech ClearChat Comfort USB Headset, or the Plantronics .Audio 470 or 500, or comparable brands/models, are recommended. Headsets can be purchased from online vendors such as amazon.com, bestbuy.com, or newegg.com.

Course Description

Designed to provide a forum for students to critically analyze and reflect on the relationship between theoretical learning and field experience. In conjunction with this course, students have an opportunity to enroll in a cooperative education placement to gain practical experience. Students are asked to investigate the challenges, opportunities, standards and implications of their career interests by looking through the lens of the organization that provides their work placement and other industries. Upon successful completion of the course, students should be able to identify career development opportunities and techniques. Students are expected to design a portfolio that demonstrates their career vision and skill level.

Course Outcomes

Upon successful completion of this course students should be able to:

- Discuss what they have learned about themselves as employees, colleagues and leaders.
- Identify their own communication style in a work setting and how to adapt to their managers and co-workers communication styles.

- Apply leadership principles learned in class to practical situations.
- Identify the impacts, responsibilities, hot topics and the future of their field of interest and the interplay of the field with other industries.
- Network and build relationships with managers and colleagues to increase their post graduate placement opportunities
- Create a career development and networking plan

Course Methodology

Each week, you will be expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Complete all lecture materials for the week.
4. Participate in the Course Blog.
5. Complete and submit all assignments by the due dates.

6. Spend 2 hours each week in this course on readings, lectures, and discussion board participation and 4 to 5 hours on assignments.

Participation/Course Blog

All student participation will be done online via NUOnline and using the Blogger. Each week will have questions or points to consider regarding the course materials posted on the "Discussion" tab of the blog.

Each week you are expected to:

- Post responses to the discussion questions that are listed on the "Discussion" tab of the blog.
- Initial blog responses are due by 11:59 PM EST each Thursday.
- For each question, comment on at least one classmate's posting by 11:59 PM each Sunday.
- Each post should be between 100-250 words, focusing on quality not quantity.
- Participation in the blog is 30% of the total course grade.

The purpose of the use of the blog in this course is to share your personal insight and experiences on specific topics/questions and how they relate to your current co-op position. By actively participating you will increase your chances on having a successful and productive co-op experience.

Communication/Submission of Work

In the Assignments folder, click on the View/Complete Assignment link to view each assignment. Attach your completed assignments here and click Submit to turn them in to me. Once your assignment has been graded, you will be able to view the grade and

feedback I have provided by clicking on Tools, View Grades from the Northeastern University Online Campus tab.

Grading/Evaluation Standards

Blog (Initial posting due Thursday nights)	30%
Assignments (Due Sunday nights)	15%
Mid-term Paper (Due Sunday, February 26th)	25%
Final Paper (Due Saturday, March 31st)	30%
Total	100%

Please note:

- Each student must respond to the blog discussion questions and submit completed assignments on-time. Lateresponsesorassignmentswill bededucted a full letter gradeunless prior arrangementsaremadewith theinstructor. Initial response totheblog questionsisdueonThursday nights by11:59PM(starting theweekofJanuary 16,2012.WeeklyassignmentsaredueonSunday nights by 11:59PM.

- Written work should be clear and well organized. This course requires reflection and sharing based on your co-op experience, therefore effort and quality of work are extremely important.

Class Schedule / Topical Outline

Week	Dates	Topic	Assignments
1	1/9 – 1/15	Setting Goals and Objectives	Complete goals and objectives form with your supervisor (due Sunday, January 22, 2012 – since you'll need to schedule time with your supervisor, I allow two weeks for this assignment). Watch tutorial for using the blog tool Log into the Blogger and introduce yourself to the class
2	1/16 – 1/22	Identifying Your Strengths	Read Part I of Strength Finder 2.0

			Complete the online Strengths Finder Assessment Read the personalized Strengths Insight and Action-Planning Guide after completing the assessment Blog
3	1/23 – 1/29	Relationship Building	Blog
4	1/30 – 2/5	Taking Initiative - Finding Leadership Opportunities	Blog
5	2/6 – 2/12	Managing Workplace Conflict	Blog
6	2/13 – 2/19	Your Co-op experience and Your Future Career Interests	Blog
7	2/20 – 2/26	Midterm Review – Dealing with Feedback	Mid-term Paper (3-5 pages) Blog
8	2/27 – 3/4	Teamwork	Blog
9	3/5 – 3/11	Self Branding	Begin reading Me 2.0 Create a 30-45 second elevator speech including knowledge/experience gained the co-op Deliver 30-45 second elevator speech using the Wimba Voice Board Blog
10	3/12 – 3/18	Networking	Finish reading Me 2.0

			Thank You notes Blog
11	3/19 – 3/25	Creating Your Career Plan	Develop a five year career & networking plan include updated resume with co-op/internship experience Blog
12	3/26 – 3/31	Final Review/Reflection	Final Paper – Co-op/Internship Reflection (5-10 pages) Blog

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- Facilitating academic dishonesty – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

Northeastern University Online Policies and Procedures

For comprehensive information please go to http://www.cps.neu.edu/online/

Northeastern University Online Copyright Statement

Northeastern University Online
College of Professional Studies
Course Syllabus

GIS5101 Introduction to Geographic Information Systems
12 week term

Required Text(s)/Software/Tools:

"An Introduction to Geographical Information Systems"
By Ian Heywood, Sarah Cornelius, Steve Carver
3/e, Prentice Hall
ISBN-13: 978-0-13129-317-5
ISBN-10: 0-13129-317-6

This course might contain audio material and in some instances, you may be asked to participate in audio-based activities, such as a Voice Discussion Board. A headset (headphones plus microphone) will allow you to hear and record audio. The Logitech ClearChat Comfort USB Headset, or the Plantronics .Audio 470 or 500, or comparable brands/models, are recommended. Headsets can be purchased from online vendors such as amazon.com, bestbuy.com, or newegg.com.

Course Prerequisites

Co-requisite: GIS5102, Fundamentals of GIS Analysis
http://www.cps.neu.edu/courses/showcourse.php?course=GIS5102

Course Description

This course introduces students to the use of a Geographic Information System. Topics include applications of geographic information; spatial data collection; data accuracy and uncertainty; data visualization of cartographic principles; geographic analysis; and legal, economic, and ethical issues associated with the use of a geographic information system.

Course Outcomes

Students will have the opportunity to:

1. Gain an overview of the field of GIS and a basic, practical understanding of GIS concepts, technical issues, and applications;

2. Learn where GIS fits in the world of Information Systems and computer mapping, how it is unique and why it is important;
3. Develop an awareness of the pros and cons of different options for acquiring spatial data; different spatial data models; data structures; and database management approaches;
4. Become acquainted with diverse applications of GIS;
5. Understand the technical language of GIS; and
6. Understand how GIS fits in the workplace, including human and organizational issues.

Course Methodology

Each week readings and exercises will be assigned in support of materials presented during lectures. The lesson plan is divided into 4 parts: objectives, readings, lecture, assignments, and a look ahead to the next week. Each week, you will be expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings (included as cross-references to the lecture material).
3. Complete the lecture material for the week.
4. Participate in the Discussion Board (see below for additional information).
5. Complete and submit all assignments and tests by the due dates. They are quite short typically requiring about 15 minutes to do.

You will follow the same routine each week of this course until you've completed each lesson over a 12 week period. You can expect to dedicate in total about 2-3 hours per week to this course, depending on how quickly you acclimate to the material.

Participation/Discussion Board

Active participation in the discussion board questions is an essential and mandatory part of your online learning experience. Your discussion board participation will account for 30% of your final grade.
You may be required to make at least **three** posts during the course of each week (unless otherwise directed):

One primary post: Your own response to the weekly discussion board question or prompt.
Two secondary posts: Replies to a fellow student's primary or secondary posts.

Your primary post must be submitted by 12 pm (noon) Eastern US Time on Thursday of each week to allow time for replies and discussions. Your responses should be succinct and can be informal in tone, while adhering to the discussion board topic.

All communications related to the content of the class should be conducted using the "water cooler" thread in the discussion board to benefit other students. You may email me directly, but discussions started in email that are relevant to the entire class may be moved to the discussion board. As a rule of thumb, start with the water cooler for anything you would raise your hand for in a face-to-face class, and use email for cases where you would wish to speak with me in private. Thank you.

Communication/Submission of Work

To access the weekly assignments, click on the View/Complete Assignment link to view each assignment in the Assignments folder. Attach your completed assignments here and click Submit to turn them in to me. Once your assignment has been graded, you will be able to view the grade and feedback I have provided by clicking on Tools, View Grades from the Northeastern University Online Campus tab.

All assignments are due on Sunday by 5pm (EST), except for the final exam which will be due on Saturday, March 31st at 5pm (EST).

Grading/Evaluation Standards

Online class participation is an integral part of student development. Each week, questions relating to the chapter material for that week will be posted on the Discussion Board as discussed previously. The responses will be graded and posted to each student's grade report. The case studies and other assignments will also be posted in the assignment section. Any guidelines that must be followed will be detailed there, as will the due dates. Assignments will be posted 2 weeks in advance and grades will be returned to the student the week after they are due. Course work that is late without a valid reason or missing class participation will be marked down by 1 point for each day it is late.

Also, while the principal goal of this course is the acquisition of knowledge in the subject area, students should be aware that CPS requires that clear and effective writing be an integral part of the learning process. For additional information about CPS's grading standards please refer to the CPS Student Handbook that can be found at

http://www.cps.neu.edu/student-services/student-handbook

The percentages relating to the final grade for the course are listed here:

Discussion Group participation	30%
Invent 2 case studies	30%
Assignments	20%
Final Examination	20%
Total	100%

The graduate course grading scale is:

100 A	82 – 80 B-
99 – 93 A	79 – 77 C+
92 – 90 A-	76 – 73 C
89 – 87 B+	72 – 70 C-
86 – 83 B	69 – 0 F

The undergraduate course grading scale is:

100 A	76 – 73 C
99 – 93 A	72 – 70 C-
92 – 90 A-	69 – 67 D+
89 – 87 B+	66 – 63 D
86 – 83 B	62 – 60 D-
82 – 80 B-	59 – 0 F
79 – 77 C+	

Provisional Class Schedule / Topical Outline

Week	Dates	Topic	Assignments Chaps refer to cross-referenced pages
1	1/9-1/15	What is GIS and how did it develop?	Chps 1 & 9 Quiz/revision qstn
2	1/16– 1/22	Spatial Data and Cartography	Chp2 Quiz/revision qstn
3	1/23 – 1/29	Output: the nature of data and making maps	Chp8 Case study
4	1/30 – 2/5	Spatial Data Modeling	Chp3 Quiz/revision qstn
5	2/6 – 2/12	Database Management	Chp4

			Quiz/revision qstn
6	2/13 – 2/19	Data Input & Editing	Chp 5 Quiz/revision qstn
7	2/20 – 2/26	Data Quality Issues	Chp 10 Quiz/revision qstn
8	2/27 – 3/4	Data Analysis	Chp6 Case study
9	3/5 – 3/11	Analytical Modeling	Chp7 Quiz/revision qstn
10	3/12 – 3/18	Human and Organizational Issues	Chp11 Quiz/revision qstn
11	3/19 – 3/25	The Future of GIS	Chp13 Study
12	3/26 – 3/31	Final exam	Study

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- *Participation in academically dishonest activities* – Examples include stealing an exam, using a pre-written paper through mail order or other services, selling, loaning or otherwise distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts; alternation, theft, forgery, or destruction of the academic work of others.
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GIS 5102 Fundamentals of GIS Analysis Summer 2012, 8-week term

Required Text GIS Tutorial 1: Basic Workbook, Fourth Edition Authors: Wilpen L. Gorr, Kristen S. Kurland Publisher: ESRI Press, 2010
ISBN-13: 978-1589482593
Be sure to get the fourth edition, which comes with the latest version of the software we will use, ArcGIS Desktop 10.

Course Prerequisite
Co-requisite: GIS5101, Introduction to GIS
http://www.cps.neu.edu/courses/detail/GIS5101

Course Description
This course explores the practical application of GIS to support geographic inquiry and decision making. It focuses on technical knowledge of the common tasks that a GIS analyst faces in applying GIS to a variety of spatial problems. Students will have the opportunity to gain hands-on experience with ArcGIS Desktop 10, a leading commercial GIS software package.

Course Outcomes
Students will have the opportunity to:

1. Gain a good understanding of the concepts, principles, approaches, and techniques of spatial analysis using Geographic Information Systems.
2. Become familiar with the everyday challenges facing GIS professionals as they apply GIS principles to a variety of spatial problems.
3. Gain an understanding of real-world GIS applications and how to approach them.
4. Explore geographic data, to learn how it is stored and managed, and to see how it differs from other types of data.
5. Become familiar with the basic functionality and operation of the ESRI ArcGIS software.

Course Methodology
This class is designed as a companion to GIS5101 and is largely formatted as a lab class. Some lecture, supporting material, and topical information will be presented over the course of the class as well. The weekly exercises will be used to continually evaluate progress.

Weeks 1-3 and 5-7:

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Complete all lecture materials for the week.
4. Participate in the Discussion Board (see below for more details).
5. Complete and submit all assignments and tests by the due dates. This will include a tutorial and exercises each week.

Weeks 4 and 8:

These are exam weeks. Expect the exams to be equivalent to a take-home exam in a face-to-face class, meaning they will be more difficult than a typical proctored exam because you have the option of taking more time and using more resources to complete them.

The average student will require around 8 to 10 hours per week to complete the assignments and participate in the discussion board. This time may vary depending on how quickly you work through the step-by-step tutorials and the independent exercises.

Participation/Discussion Board

Active participation in the discussion board questions is an essential and mandatory part of your online learning experience. Your discussion board participation will account for 20% of your final grade.

You will be required to make at least three posts for each question:

One primary post: Your own response to the weekly discussion board question or prompt.
Two secondary posts: Replies to a fellow student's primary or secondary posts.

Your primary post must be submitted by 12 pm (noon) Eastern US Time on Thursday of each week to allow time for replies and discussions. Secondary posts must be completed by 5pm on the Sunday of each week. Your responses should be succinct and can be informal in tone, while adhering to the discussion board topic. I will be checking the discussion board daily.

All communications related to the content of the class should be conducted using the "Water Cooler" thread in the discussion board to benefit other students. You may email me directly, but discussions started in email that are relevant to the entire class may be moved to the discussion board. As a rule of thumb, start with the water cooler for anything you would raise your hand for in a face-to-face class, and use email for cases where you would wish to speak with me in private. Thank you.

Communication/Submission of Work

All communications related to the content of the class should be conducted on the discussion board to benefit other students. You may email me directly, but discussions started in email that are relevant to the entire class may be moved to the discussion board. As a rule of thumb, start with the discussion board for anything you would raise your hand for in a face-to-face class, and use email for cases where you would wish to speak with me in private.

In the Assignments folder, click on the View/Complete Assignment link to view each assignment. Attach your completed assignments here and click Submit to turn them in to me. Once your assignment has been graded, you will be able to view the grade and feedback I have provided by clicking on Tools, View Grades from the Northeastern Online Campus tab.

All assignments are due by 10pm EST on Sunday each week, except for the final exam which will be due on Saturday 08/25/2012.

I will introduce more detailed assignment submission requirements specific to the ArcGIS software as part of the first week's assignment.

Grading/Evaluation Standards

Online class participation is an integral part of Student development. Each week, questions relating to the chapter material for that week will be posted on the Discussion Board as discussed previously. The responses will be graded and posted to each student's grade report. The assignments will be posted in the assignment section. Any guidelines that must be followed will be detailed there, as will the due dates. Assignments will be posted 2 weeks in advance and grades will be returned to the student the week after they are due. Course work that is late without a valid reason or missing class participation will be marked down by 1 point for each day it is late.

Also, while the principal goal of this course is the acquisition of knowledge in the subject area, students should be aware that CPS requires that clear and effective writing be an integral part of the learning process. For additional information about CPS's grading standards please refer to the CPS Student Handbook that can be found at
http://www.cps.neu.edu/student-services/student-handbook

Grades will be assigned based upon you total accumulated points in the class, as well as your discussion board participation. Points will be assigned as follows:

Discussion Board	20%
Weekly Tutorials	15%
Weekly Exercises	25%
Midterm Exam	20%
Comprehensive Final Exam	20%

The grading scale for this 3 quarter hour, graduate-level course is:

100	A	82 – 80	B-
99 – 93	A	79 – 77	C+
92 – 90	A-	76 – 73	C
89 – 87	B+	72 – 70	C-
86 – 83	B	69 – 0	F

Schedule / Topical Outline

Week	Dates	Topic	Assignments
1	7/2–7/8	Introduction to ESRI and ArcGIS	Software setup; First map document Tutorial 1, Assignments 1-1 and 1-2
2	7/9–7/15	Map Design; GIS Outputs	Tutorial 2, Assignments 2-1 and 2-2 Tutorial 3, Assignments 3-1 and 3-2
3	7/16–7/22	Geodatabases	Tutorial 4, Assignments 4-1 and 4-2
4	7/23–7/29	Midterm exam	Midterm exam
5	7/30–8/5	Importing Spatial and Attribute Data; Digitizing	Tutorial 5, Assignments 5-1 and 5-2 Tutorial 6, Assignments 6-1 and 6-2
6	8/6–8/12	Geocoding; Spatial Data Processing	Tutorial 7, Assignments 7-1 and 7-2 Tutorial 8, Assignments 8-1 and 8-2
7	8/13–8/19	Spatial Analysis	Tutorial 9, Assignments 9-1 and 9-2
8	8/20–8/25	Final exam	Final Exam

Academic Honesty and Integrity Statement

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- Fabrication – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.
- Plagiarism – intentionally representing the words or ideas of another as one's own in any academic exercise without providing proper documentation by source by way of a footnote, endnote or intertextual note.
- Unauthorized collaboration – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual's.
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- Facilitating academic dishonesty – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

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Northeastern University Online
College of Professional Studies
Course Syllabus

GIS5201 Advanced Spatial Analysis – 12 week term

Required Textbook(s)/Software:

Mitchell, 1999, “The ESRI Guide to GIS Analysis: Volume 1: Geographic Patterns & Relationships,” Environmental Research Institute, Inc., Redlands California, 186 p. ISBN: 1879102064

Mitchell, 2005, “The ESRI Guide to GIS Analysis: Volume 2: Spatial Measurements & Statistics,” Environmental Research Institute, Inc., Redlands California, 238 p. ISBN: 158948116X

Allen, 2010, "GIS Tutorial 2: Spatial Analysis Workbook" ESRI Press, Redlands California, 408 p. ISBN: 9781589482586

ArcGIS 10 Software with Spatial Analyst, GeoStatistical Analyst, Network Analyst, & 3D Analyst. The student edition of this software will have all necessary extensions to complete the assignments and will be included in the workbook.

Course Prerequisites

Familiarity with ArcGIS 9.x/10x basic functionality including the ability to view, map, and analyze spatial data. This course assumes an introductory understanding of geographic information systems, and a basic understanding of computers, as well as experience with PC-based operating systems and network related procedures. A computer with Mircrosoft Windows 7, 2000, 2003, or XP as an operating system or a computer capable of accessing the internet and utilizing a remote desktop connection.

Course Description

This course focuses on advanced quantitative approaches to spatial analysis. Students will investigate quantitative methods, the use of statistical analysis in problem solving, and applications of quantitative methods and spatial analysis in geography.

Course Outcomes

1. Students will have the opportunity to develop a solid understanding of the concepts, principles, approaches, and techniques associated with the development, management, and analysis of GIS data.

2. Students will have the opportunity to learn how to use software documentation to add to their knowledge and learn new techniques for spatial data analysis.

3. Students will have the opportunity to become familiar with various approaches used for advanced spatial analysis.

4. Students will have the opportunity to develop applied methods of conducting a spatial data compilation project, including defining the database, writing a research proposal, completing an analysis, and presenting the results in written form.

Course Methodology

Each week, you will be expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Complete all lecture materials for the week.
4. Participate in the Discussion Board.
5. Complete and submit all assignments and tests by the due dates.

This course will be taught exclusively online. Students will be assigned readings from course texts and from additional articles and white papers as necessary. For each lecture, a power point presentation in a printable and viewable version will be provided. Software tutorials and exercises will be utilized.

Participation/Discussion Board

- Students are expected to spend at least 5-7 hours a week on this online course. Daily participation will assist in keeping up with readings, lectures, and assignments for this course.

- Each week students should post **one primary response** to the threads posted (answering questions posted), and **two secondary responses** (responses to other student's responses posted)

- **The primary (main) response should be made by Wednesday at 11:00pm. All secondary responses to discussions are due each week by 11:00pm on Saturday.**

- Students are expected to provide a well developed paragraph with correct language usage and professional tone when responding to questions and participating in discussions.

Communication/Submission of Work

In the Assignments folder, click on the View/Complete Assignment link to view each assignment.
Required assignments must be submitted on the due date by 11:00pm. Attach your completed assignments here and click Submit to turn them in to me. When responding to discussions, students are reminded to post the content on the discussion board and not to the email so that all students can benefit from each other's experiences and learning. Written assignments should exemplify professional appearance and communication skills. Reports and papers must be legible, use correct grammar, spelling, and punctuation. All maps should be legible, at appropriate scale, display a scale-bar, title, and legend and should clearly convey the purpose of the map. Cartography counts. It is the responsibility of the student to notify faculty of unavoidable delays. <u>If this does not occur and specific arrangements have not been contracted with the faculty in advance, a late assignment may result in that grade being reduced by three points for every day late.</u> Once your assignment has been graded, you will be able to view the grade and feedback I have provided by clicking on Tools, View Grades from the Northeastern Online Campus tab.

Grading/Evaluation Standards

Discussion Board:	30%
Class Project:	20%
Assignments:	40%
Final Exam:	10%

Class Schedule / Topical Outline

Week	Dates	Topic	Assignments
1	4/9-4/15	Introducing GIS Analysis/Mapping Where Things Are	Read Vol. 1 Ch. 1-2 **Chapter 1, Tutorials 1-1,1-2,1-3: Due 4/15**
2	4/16-4/22	Mapping the Most and Least	Read Vol. 1 Ch. 3 **Chapter 2, Tutorials 2-1, 2-2, 2-3, 2-4: Due 4/22**
3	4/23-4/29	Mapping Density	Read Vol. 1 Ch. 4 **Chapter 3, Tutorials 3-1 thru 3-3: Due 4/29**
4	4/30-5/6	Finding What's Inside	Read Vol. 1 Ch. 5 **Chapter 4, Tutorials 4-1 thru 4/2: Due 5/6**
5	5/7-5/13	Finding What's Nearby	Read Vol. 1 Ch. 6 **Chapter 5, Tutorials 5-1 thru 5/9: Due 5/13**
6	5/14-5/20	**Midterm Examination**	**Must be completed by 11:00PM 5/20**
7	5/21-5/27	Mapping Change	Read Vol. 1 p. Ch. 7 **Chapter 6, Tutorials 6-1 thru 6-3: Due 5/27**
8	5/28-6/3	Measuring Geographic Distribution	Read Vol. 2 p. Chapters 1 & 2 **Chapter 7, Tutorials 7-1 thru 7-5: Due 6/3**
9	6/4-6/10	Analyzing Patterns	Read Vol. 2 p. Ch. 3 **Chapter 8, Tutorials 8-1 thru 8-4: Due 6/10**
10	6/11-6/17	Indentifying Clusters	Read Vol. 2 p. 147-190 **Chapter 9, Tutorials 9-1 & 9-2: Due 6/17**
		Thanksgiving Recess	
11	6/18–6/24	Spatial Neighborhoods & Weights Raster Analysis	Read Vol. 2 p. 135-145
12	6/25-6/30	Statistics Analyzing Geographic Relationships	Read Vol. 2 p. 183-226, **Class Project Due: 6/29**

Class Project Overview

There are two options for the Class Project; the first option will involve a scenario where you will be provided with a set of data layers and must then perform various statistical analyses to determine if there are any patterns or trends in the data. For the second option students can create a project from other data sources (work, government organizations, etc.). Both options require that students produce a series of maps and an 8-10 page write-up describing your analysis. Your paper must include the following sections; an abstract, a data description section, methodology section, results/conclusions, and a potential future analysis section. The class project must be submitted by 11:00PM on June 29th.

Academic Honesty and Integrity Statement

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GIS Customization

GIS-6340
Northeastern University
School of Professional and Continuing Studies

REQUIRED TEXTBOOKS:

PYTHON TEXTS:

PRIMARY RESOURCES:
Freely available resources downloadable from the internet will be used as references and learning guides. The use and development of Python as it is used in ArcGIS applications will be the primary focus in this class. The download will be provided in the class materials on blackboard.

SECONDARY RESOURCES:
A Byte of Python http://www.swaroopch.com/notes/Python
Think Python http://www.greenteapress.com/thinkpython/thinkpython.pdf
The short course downloadable resource, "Introductory Python for ArcGIS"
http://www.gis.usu.edu/resources.html
(Python programming with opensource libraries)

COURSE CONTENT:

This course provides an in-depth introduction to the customization of ESRI ArgGIS tools using Python. The focus will be on providing a fundamental understanding of how Python is integrated into ArcMap10. Students will also gain working knowledge of how Modelbuilder models and Toolbox tools utilize Python, the ArcPy library and Geoprocessing commands. Weekly assignments will provide hands-on experience with these tools. This course assumes a basic understanding of ArcGIS.

(Paragraph on basic Python. Do we want to use the tools described in the Utah class.???)

ESRI Virtual Campus classes will be used to enhance the materials being explored in the text and exercises. The keycodes for these will be provided on blackboard.

COURSE OBJECTIVES:

1) Students will have the opportunity to develop an understanding of Python, how it is integrated with ArcGIS, and how it can be used to automate Geoprocessing in ArcMap.

2) Students will have the opportunity to be exposed to the basic Python libraries and gain an understanding of its general uses and functions.

METHODOLOGY:

This class will consist of weekly lectures, lab assignments, and on-line exercises. All of the hands-on work in the class can be completed with ArcGIS 10.

ArcGIS10, PythonWin and related software will be accessible on the NEU GIS server. Remote access information will be provided in the class materials on blackboard. Each student will be able to store project files and data on the server for the duration of the class.

GRADING:

Grades will be assigned based upon your total accumulated points in the class, as well as your class and lab participation. Attendance of all classes and labs is **mandatory**, as this will be the best time for me to help you with labs and class projects. Points will be assigned as follows:

Labs/Exercises	**35%**
Take Home Final	**20%**
Individual Project	**25%**
Blackboard Participation	**20%**

It is important to keep up with the class assignments. I will take off points for late assignments on the following schedule:

- 10% of total available points for assignments up to one week late
- 20% of total available points for assignments one to two weeks late
- 30% of total available points for assignments two to three weeks late
- After three weeks assignments will not be accepted

The course grading scale will be as follows:

100 – 93	A	79 – 77	C+
92 – 90	A-	76 – 73	C
89 – 87	B+	72 – 70	C-
86 – 83	B	69 – 0	F
82 – 80	B-		

CLASS SCHEDULE

Week 1 – Intro to ModelBuilder

Reading:

- What is ModelBuilder
- A quick tour of ModelBuilder
- Essential ModelBuilder vocabulary

Assignment:

- Tutorial: Executing tools in ModelBuilder
- Tutorial: Creating tools in ModelBuilder

Week 2 – Advanced ModelBuilder

Reading:

- A quick tour of advanced techniques in ModelBuilder
- Using Lists
- A quick tour of using iterators for iteration—(Looping)

Assignment:

- Iterator assignment (on Blackboard)
- Export & review Python from week 1 & 2 models

Week 3 – Python in ArcGIS

Reading:

- Using Python in ArcGIS Desktop 10 VC class

Assignment:

- Using Python in ArcGIS Desktop 10 exercise

Week 4 – Introduction to Python Programming

Reading:

- Think Python: How to Think Like a Computer Scientist: Chapter 1 & 2

Assignment:

- Exercise 1.2, 1.3, 1.4
- Exercise 2.2, 2.3, 2.4
- Optional: Exercise 2.1

Week 5 – Introduction to ArcPy

Reading:

- What is ArcPy?
- Essential ArcPy vocabulary
- A quick tour of ArcPy

Assignment:

- Charming the Snake

Week 6 –Python Language Fundamentals Part I

Reading:

- Think Python: How to Think Like a Computer Scientist:
    - Section 3.1-3.8, 3.13-3.14
    - Chapter 8
- Indenting Code from *Dive Into Python*
- Section 2.1.8 Indentation from *The Python Language Reference*

Assignment:

- Exercise 3.1, 3.2
- Exercise 8.3
- Exercise 8.7 (see docs.python.org for the documentation)
- Exercise 8.10
- Project Proposal

Week 7 – Python Language Fundamentals Part II

Reading:

- Think Python: How to Think Like a Computer Scientist:
    - Section 5.1-5.7, 5.12-5.13
    - Chapter 7

Assignment:

- Exercise 8.1 (you can write a script instead of a function; set the string value inside the script)
- Exercise 8.2, 8.9, 8.11

Week 8 –ESRI Virtual Class with keycodes

Reading:

- Log on and do the ESRI Virtual Class called "Python Scripting for Map Automation in ArcGIS 10". The key codes are in the class materials. Be sure to use the one that is associated with your name.

Assignment:

- Submit a screen shot of the final step of the class or the certificate to verify that you finished it.

Week 9 –More Advanced Python

Reading:

- Think Python: How to Think Like a Computer Scientist: Chapter 10 & 12

Assignment:

- See Assignments folder under this week's class materials

Week 10 – QGIS

Activity:

Install QGIS and explore the use of Python in the help.

here is a link to the install page.:
http://www.qgis.org/

here is a link to the Ptython documentation:
http://www.qgis.org/pyqgis-cookbook/intro.html

Assignment:

No Assignment, just put comments in Discussion Board regarding your observations about QGIS.

Week 11 – Whats Next

Reading: None

Assignment: Project

Week 12 – Project Week 2

Assignment: Project Due

Esri and Python Resources

#1 ArcGIS Help

http://help.arcgis.com/en/arcgisdesktop/10.0/help/index.html#/What_is_Python/002z00000001000000/

#2 Geoprocessing using Modelbuilder

http://training.esri.com/acb2000/showdetl.cfm?DID=6&Product_ID=844

#3 Python.org

http://docs.python.org/

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http://www.northeastern.edu/osccr/academichonesty.html.

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- *Facilitating academic dishonesty* – Examples may include inaccurately listing someone as co-author of a paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

GIS Management and Implementation
GIS 6350
Northeastern University
College of Professional Studies

INSTRUCTOR: TBD
PHONE:
E-MAIL: _____
OFFICE HOURS:

COURSE CONTENT:

This course examines strategies for successful GIS planning, management and implementation in an organizational context. The course investigates four primary issues: implementation planning; data management; data and technology assessment; and organizational setting. Students will focus on the process and issues involved in designing and implementing a GIS within a multi-user environment. This course is intended for those with previous experience using GIS to view, map, and analyze spatial data. Assignments will be given to address the various planning and management aspects of GIS, including needs assessments, implementation planning, data and applications development. This course assumes a basic understanding of geographic information systems, computers and experience with PC-based operating systems and network-related procedures.

COURSE OBJECTIVES:

1) Students will be provided the opportunity to develop a solid understanding of the concepts, principles, approaches, and techniques associated with the design, development and implementation of a GIS.
2) Students will be provided the opportunity to learn how to complete a GIS needs assessment.
3) Students will be provided the opportunity to become familiar the development of a GIS implementation plan.
4) Students will be provided the opportunity to apply planning methods by developing a GIS project.

REQUIRED TEXTBOOK:

Tomlinson, 2011, Thinking About GIS: Geographic Information Systems Planning for Managers (Forth Edition), ESRI Press, Redlands, California, 283 p. ISBN 978158948273.

ADDITIONAL TEXTBOOK:
Peters, Dave, 2008, Building a GIS, System Architecture Design Strategies for Managers, ESRI Press, Redlands, CA, 292 p., ISBN 978-1-58948-159-6.

NOTE: Two PDF files covering chapters 7-11 of this book will be used in this class. This book is a very good reference document and would be important to those involved in hardware system design. The website that ESRI maintains is here. Please review it as Mr. Peters updates it with materials often.:
http://www.esri.com/library/esripress/building_a_gis/feb11_building_gis_recouces.html

Maguire, D, Kouyoumjian, V, Smith, R, 2008, The Business Benefits of GIS: An ROI Approach, ESRI Press, Redlands, CA, p. 256, ISBN: 9781589482005
NOTE: This book and supporting documents are available at the ESRI website (http://roi.esri.com/)
We will be referencing this book during the class. There is no need to buy this book as it is a pdf at the website.

Course Methodology

Some lecture, supporting material, and topical information will be presented over the course of the class as well. The weekly exercises will be used to continually evaluate progress.

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Complete all lecture materials for the week.
4. Participate in the Discussion Board (see below for more details).
5. Complete and submit all assignments and tests by the due dates. There will be readings and online exercises each week.
6. A project portfolio will be required as a final project. More details on the project will be provided as the class progresses. The goal of the project will be demonstrate your grasp of the planning process. Your project could be a report on an actual situation or one you fabricate. Submission will be in the form of a MS Word document, MS Powerpoint and/or Adobe PDF files.

The average student will require around 4 hours per week to complete the readings and assignments. This time may vary depending on how quickly you work through the step-by-step tutorials and the independent exercises.

Participation/Discussion Board

Active participation in the discussion board questions is an essential and mandatory part of your online learning experience. Your discussion board participation will account for 25% of your final grade.

You are required to make at least two posts during the course of each week:

One primary post: Your own response to the weekly discussion board question or prompt. This post should be at least a couple of paragraphs long.

Posts may be conversational in tone but should be grammatically correct, contain correct spelling, and be written clearly so that others may understand.

I will be monitoring the discussions boards and will also be participating where I can be helpful. Discussion board grades will appear in your online grade report.

Communication/Submission of Work

All communications related to the content of the class should be conducted on the discussion board to benefit other students. You may email me directly, but discussions started in email that are relevant to the entire class may be moved to the discussion board. As a rule of thumb, start with the discussion board for anything you would raise your hand for in a face-to-face class, and use email for cases where you would wish to speak with me in private.

In the Assignments folder, click on the View/Complete Assignment link to view each assignment. Attach your completed assignments here and click Submit to turn them in to me. Once your assignment has been graded, you will be able to view the grade and feedback I have provided by clicking on Tools, View Grades from the Northeastern Online Campus tab.

I will introduce more detailed assignment submission requirements specific to the ArcGIS software in the course materials section. ERSI online training and video seminars will be assigned as homework.

Online class participation is an integral part of Student development. Each week, questions relating to the chapter material for that week will be posted on the discussion board. Students will be required to post a response. The responses will be graded and posted to each student's grade report.

Grades will be assigned based upon you total accumulated points in the class, as well as your discussion board participation. Points will be assigned as follows:

Assignments	25%	
Discussion & Participation	10%	
Project Portfolio		65%

It is important that you get your assignments turned in on time and that you keep up with the work as assigned. I will take off 10% for each tutorial or exercise up to one week late without a valid reason, and 10% per week thereafter. Primary discussion board responses will be reduced by 10% for one day late, 25% for two days late, and 50% for three days late. Any discussion board entry (primary or secondary) not posted by Sunday of the given week will be assigned a grade of 0. The exams will not be accepted late without a valid excuse and will be assigned a grade of 0.

The course grading scale will be as follows:

100	A+	82 – 80	B-
99 – 93	A	79 – 77	C+
92 – 90	A-	76 – 73	C
89 – 87	B+	72 – 70	C-
86 – 83	B	69 – 0	F

Class Schedule

NOTE: Lectures, Assignments, Discussion Board and Course Materials are used in Blackboard

ONLINE Virtual Training Class - GIS for managers - Free

http://training.esri.com/acb2000/showdetl.cfm?DID=6&Product_ID=921

Date	Lectures,	(Assignments).
7/5	The Planning Process, Chapters 1 & 2 Peter Chapter 1 Review ROI overview, steps 1-3	(Read Ch. 1 & 2, Virtual Training Class) (listen to 2 mp3s Peters, Tomlinson) (Review PDF of Peters chapter 1) (listen to mp3, explore ROI ppts, xls, etc)
7/11	Chapters 3 & 4	(Read Ch. 3 & 4; Project Planning Life Cycle pdf; AppGeo Documents in Course Materials)
7/18	Chapters 5 & 6 Building a GIS 7, 8, 9 Review ROI steps 4-5	(Read Ch. 5 & 6; Building a GIS pdf – Ch.7, 8, 9) (Review Q & A in BAGIS exercises pdf) (explore ROI ppts, xls, etc)
7/25	Chapters 6, 7 & 8 Review ROI steps 6-7	(Project Outline &Read Ch. 6, 7 & 8) (explore ROI ppts, xls, etc)
8/1	Chapters 9 Building a GIS 10, 11	(Read Ch. 9 ; Building a GIS pdf –Ch.10, 11) (Review Q & A in BAGIS exercises pdf)
8/8	Chapters 10 & 11 Review ROI steps 8-10	(Read Ch. 10, 11 ; Try BAGIS –CPT excel tool) (explore ROI ppts, xls, etc)
8/15	Project work time	(Project Work time)
8/22	Project Portfolio Presentations due	

Academic Honesty and Integrity Statement

The University views academic dishonesty as one of the most serous offenses that a student can commit while in college and imposes appropriate punitive sanctions on violators. Here are some examples of academic dishonesty. While this is not an all-inclusive list, we hope this will help you understand some of the things instructors look for. The following is excerpted from the University's policy on academic honesty and integrity; the complete policy is available at http://www.osccr.neu.edu/policy.html.

- *Cheating* – intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise. This may include use of unauthorized aids (notes, texts) or copying from another students' exam, paper, computer disk, etc.

- *Fabrication* - Intentional and unauthorized falsification, misrepresentation, or invention of any information, data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.

- *Plagiarism* - Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise without providing proper documentation of source by way of a footnote, endnote, or intertextual note.

- *Unauthorized collaboration* - students, each claiming sole authorship, submit separate reports which are substantially similar to one another. While several students may have the same source material (as in case write-ups), the analysis, interpretation, and reporting of the data must be each individual's.

- *Participation in academically dishonest activities* – Examples include stealing an exam, using a pre-written paper through mail order or other services, selling, loaning or otherwise distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts; alteration, theft, forgery, or destruction of the academic work or others.

- *Facilitating academic dishonesty* – Examples may include inaccurately listing someone as co-author of a paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

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Northeastern University Online
College of Professional Studies
Course Syllabus

GIS6370 & Internet-Based GIS

Required Text(s)/Software/Tools:

- This course does not have a required text.
- You will need a text editor for your operating system, such as Notepad (free with Windows), Notepad++ (free download for Windows from http://notepad-plus-plus.org), TextEdit (free with Mac), TextWrangler (free download for Mac at http://www.barebones.com/products/textwrangler), or one of the various professional Text/HTML editors that are available for purchase for either platform. You can use Vim, Nano, or another of the many Linux text editors if you're on some flavor of Linux.
- You will need a Remote Desktop client application, such as Remote Desktop (free with Windows), CoRD (available free for Mac at http://cord.sourceforge.net), or an RDP desktop client such as Remote Desktop Viewer for Linux.
- You will need an FTP application such as FileZilla (free downloads available for Mac, Windows, or Linux at http://filezilla-project.org/download.php or via your Linux package management system).
- This course contains audio material and in some instances, you may be asked to participate in audio-based activities, such as a Voice Discussion Board. A headset (headphones plus microphone) will allow you to hear and record audio. The Logitech ClearChat Comfort USB Headset, or the Plantronics Audio 470 or 500, or comparable brands/models, are recommended. Headsets can be purchased from online vendors such as amazon.com, bestbuy.com, or newegg.com.

Course Prerequisites

Students are expected to start the course with a basic understanding of fundamental desktop GIS concepts (data tables, queries, vector and raster data types, features, attributes) and methods (creating shapefiles/feature classes, editing shapefiles/feature classes, creating maps from data layers, changing layer symbology). We will use ArcGIS as the primary desktop GIS product for the course. Familiarity with ArcGIS will be useful, though if you are familiar with another desktop GIS package you should be able to transfer some of your skills.

Course Description

Introduces the basic concepts associated with publishing spatial data and serving maps on the Internet. Examines the use of Internet mapping software, as well as the basics of designing and operating an effective map publishing and customization environment.

Course Outcomes

Students will have the opportunity to become conversant with and knowledgeable about:

- the fundamental architecture and developmental history of Internet GIS
- creating and exchanging GIS data in Google Maps/Google Earth and ArcGIS
- creating maps with thick and thin client applications
- making web maps using HTML and JavaScript using Open Source and proprietary APIs
- creating map services using selected Open Source packages
- creating and publishing map and image services with ArcGIS Server
- creating and publishing advanced services with ArcGIS Server
- using ArcGIS Viewer with ArcGIS Server

Course Methodology

Each week, you will be expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Complete all lecture materials for the week.
4. Participate in the Discussion Board.
5. Complete and submit all assignments and tests by the due dates.

Expect to spend 10-12 hours per week on this course.

Participation/Discussion Board

Each week you will be expected to participate in the discussion board. You will need to post at least one primary response (answering one of the discussion questions that I post) and two secondary responses (responses to other students' posts) each week. Your primary responses are due by midnight EST on the Wednesday of the week, and your secondary responses are due by midnight EST on the Saturday of the week. Additional responses may be awarded extra credit. Responses should be clearly written, in a polite, professional tone, and be of high quality (reflecting informed opinion). Please cite your sources when you refer to or use others' work. Primary responses should be 150-250 words; secondary responses should be 100-150 words. Responses that are short, duplicative, or simply stating agreement or disagreement will receive reduced credit.

There are strong traditions of sharing and mutual assistance in the both of the fields of Web development and GIS (as evidenced by the numerous free tutorials available online, as well as the programming language and GIS software discussion boards and listservs). In the spirit of these traditions, if you are having trouble with a concept, assignment, or technique, I encourage you to post a question to the Discussion Board, and to assist your classmates by answering their questions when you can. I will award extra points for those initiating and sustaining productive discussions. Discussion board participation will be worth 30% of your total course grade.

Communication/Submission of Work

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Grading/Evaluation Standards

Discussion Board participation will make up 30% of your total course grade.
Weekly assignments will make up 50% of your total course grade.
The final project will make up 20% of your total course grade.

Weekly assignments will generally be hands-on exercises where you apply the concepts of the week using specific software packages or HTML/scripting languages. In addition to the exercises, there will be three writing assignments. Two of these will be brief research reports (3-5 pages). One will be a brief project proposal (3-5 pages) where you will outline your goals and methods for your final project.

The final project will be a web mapping application that you will construct using ArcGIS Server or an Open Source alternative.

Unapproved late submissions will be marked down by 20% per day.
See the CPS Student Handbook for NEU grading policies.

Class Schedule / Topical Outline

Week	Dates	Topic	Assignments
1	1/9 – 1/15	Architecture and developmental history of Internet GIS	Hello World Web page exercise
2	1/16 – 1/22	Creating GIS data in Google Maps/Google Earth and ArcGIS Explorer	ArcGIS Explorer Online and Google Earth Google Maps exercise
3	1/23 – 1/29	Exchanging GIS data between Internet mapping applications	Data exchange exercise Research Report 1 Due
4	1/30 – 2/5	Creating maps in ArcGIS using local and Internet data sources	Mapping exercise
5	2/6 – 2/12	Making web maps using a variety of client applications	Embedding maps in HTML pages exercise
6	2/13 – 2/19	Making web maps using HTML and JavaScript using Open Source and proprietary APIs	Creating web map in HTML/JavaScript from scratch. Research Report 2 Due
7	2/20 – 2/26	Creating map services using selected Open Source packages	OS Map Service exercise
8	2/27 – 3/4	Fundamentals of ArcGIS Server	Intro to ArcGIS Server exercise
9	3/5 – 3/11	Creating and publishing map and image services with ArcGIS Server	ArcGIS Server map service publishing and adding the service to your web map Project Proposal Due
10	3/12 – 3/18	Configuring ESRI's ArcGIS Viewer	Configuring ArcGIS Viewer exercise
11	3/19 – 3/25	Editing data using ArcGIS Server and ArcGIS Viewer	Configuring for Server and Viewer for editing exercise
12	3/26 – 3/31	Creating and publishing advanced services with ArcGIS Server	Geoprocessing and geocode service publishing exercise Final Project Due

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- *Fabrication* – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.
- *Plagiarism* – intentionally representing the words or ideas of another as one's own in any academic exercise without providing proper documentation by source by way of a footnote, endnote or intertextual note.
- *Unauthorized collaboration* – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual's.
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- *Facilitating academic dishonesty* – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

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Northeastern University Online
College of Professional Studies
Course Syllabus

GIS6390 Business Applications of GIS – 12-week term

Required Books:

Getting to Know ESRI Business Analyst by Fred L. Miller; Publisher: ESRI Press (Nov. 1, 2010);
ISBN-10: 1589482352 ISBN-13: 978-1589482357
This book is available at the NU bookstore and various online outlets. You are free to purchase it wherever you like. The book's Web site is:
http://esripress.esri.com/display/index.cfm?fuseaction=display&websiteID=187&moduleID=1

Using ArcGIS Business Analyst Download PDF (26 MB) for free at:
http://downloads2.esri.com/support/documentation/other_/1473Using_ArcGIS_Business_Analyst.pdf
(requires Adobe Acrobat Reader to view)

Suggested Textbook:

Bringing Geographical Information Systems into Business by David J. Grimshaw
Publisher: Wiley; 2nd edition (November 15, 1999)
ISBN-10: 0471333425; ISBN-13: 978-0471333425
Available at Amazon.com at:
http://www.amazon.com/Bringing-Geographical-Information-Systems-Business/dp/0471333425/

Software and Data (Provided by CPS):

ArcGIS Desktop 9.3.1 and the **ESRI Business Analyst 9.3.1** software required for the exercises in the Getting to Know ESRI Business Analyst book will be made available on a campus GIS server via a remote desktop connection. **The data that comes with the book** will also be installed on the server. To log in to the server students will be required to use a NUNET login and password. Details will be provided within the first lab assignment. You need to do the book assignments on the server because the book does not come with either software program.

Course Prerequisites

Familiarity with ArcGIS 9.x basic functionality including the ability to view, map, and analyze spatial data. This course assumes an introductory understanding of geographic information systems, and a basic understanding of computers, as well as experience with PC-based operating systems and network related procedures.

Course Description

Explores the use of a geographic information system for business applications. Introduces spatial data analysis as it applies to sales, marketing, and demographic analysis; service and sales territories; call planning and routing; and reporting and presentation mapping. Offers students an opportunity to gain hands-on experience with the basic functionality of industry standard business mapping software.

Course Outcomes

1. Students will have the opportunity to develop a solid understanding of the concepts, principles, approaches, and techniques associated with the development, management, and analysis of GIS data for business applications.

2. Students will have the opportunity to learn how to use software documentation to add to their knowledge and learn new techniques for business data analysis.

3. Students will have the opportunity to become familiar with various approaches used for advanced spatial analysis.

4. Students will have the opportunity to develop applied methods of conducting a spatial data compilation project, including defining the database, writing a research proposal, completing an analysis, and presenting the results in written form.

Course Methodology

Each week, you will be expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Complete all lecture materials for the week.
4. Participate in the Discussion Board.
5. Complete and submit all assignments and tests by the due dates.

This course will be taught exclusively online. Students will be assigned readings from course texts and from additional articles and white papers as necessary. For each lecture, a power point presentation in a printable and viewable version will be provided. Software tutorials and exercises will be utilized.

Participation/Discussion Board

- Students are expected to spend at least 5-7 hours a week on this online course. Daily participation will assist in keeping up with readings, lectures, and assignments for this course.

- Each week students should post **at least two primary responses** to the threads posted (answering questions posted), and **at least two secondary responses** (replies to other students' postings and/or responses).

- **All (4 minimum) responses to discussions are due each week by 11:00pm on Saturday.**

- Students are expected to provide a well developed paragraph with correct language usage and professional tone when responding to questions and participating in discussions.

- When responding to discussions, students are reminded to post the content on the discussion board and not to the email so that all students can benefit from each other's experiences and learning.

Communication/Submission of Work

In the Assignments folder on Blackboard, click on the View/Complete Assignment link to view each assignment. Attach your completed assignments there and click Submit to turn them in. **Required assignments must be submitted on the due date by 11:00pm.**

Written assignments should exemplify professional appearance and communication skills. Reports and papers must be legible and use correct grammar, spelling and punctuation. All maps should be legible, at appropriate scale, display a scale-bar, title, legend, your name and the date, and should clearly convey the purpose of the map. Cartography counts.

It is the responsibility of the student to notify faculty of unavoidable delays. If this does not occur and specific arrangements have not been contracted with the faculty in advance, a late assignment may result in that grade being reduced by three points for every day late. Once your assignment has been graded, you will be able to view the grade and feedback I have provided by clicking on Tools, View Grades from the Northeastern Online Campus tab.

Grading/Evaluation Standards

Discussion Board:	20%
Class Project:	30%
Assignments:	30%
Midterm Exam:	20%

Class Schedule / Topical Outline

Week	Dates	Topic	Assignments
1	1/9 - 1/15	Introduction to ArcGIS Business Analyst	Using ArcGIS Business Analyst: Read Chapter 1; complete Chapter 2, Exercises 1-7 **Due: 1/15**
2	1/16 - 1/22	Mapping the Business Environment: Population and Potential Site Characteristics	Getting to Know ESRI Business Analyst: Chapter 1 **Due: 1/22**
3	1/23 - 1/29	Thematic Mapping & Dynamic Ring Analysis	GTK ESRI Business Analyst: Chapters 2 and 3 **Due: 1/29**
4	1/30 – 2/5	Evaluating Potential Sites & Defining Trade Areas	GTK ESRI Business Analyst: Chapters 4 and 5 Read ESRI White Paper **Due: 2/5**
5	2/6 - 2/12	Customer Profiling & Customer Based Trade Area Analysis	GTK ESRI Business Analyst: Chapters 6 and 7 **Due: 2/12**
6	2/13 – 2/19	Managing Sales Territories	GTK ESRI Business Analyst: Chapter 8 Final Paper Proposal **Due: 2/19**
7	2/20 – 2/26		**Mid-Term**
8	2/27 – 3/4	Creating Customer Profiles & Customer Segmentation	Using ArcGIS Business Analyst: Chapters 9 and 10 **Due: 3/4**
9	3/5 – 3/11	Modeling Business Processes	Using ArcGIS Business Analyst: Chapter 11 **Due: 3/11**
10	3/12 – 3/18	Strategic Applications – Working with Maps	Using ArcGIS Business Analyst: Chapter 12 **Due: 3/18**
11	3/19 – 3/24	An Integrated Part of the Business	Work on final paper
12	3/25 – 3/31	**Final Paper**	**Due by midnight 4/1**

Class Project Overview

The class project can involve any type of spatial analysis as it relates to business, such as finding the best site for a store, demographic analysis, prioritizing areas for land acquisition, etc. A minimum of five spatial variables (layers) will be required for your decision making process. The results of the project will include maps of your original spatial variables, documentation showing your analytical process, and the final map of integrated analysis. The paper must include an abstract, data, methodology, and results section. Submission of the final project will be an 10-15 page written report. Any maps and figures should be embedded in body of the report.

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- *Unauthorized collaboration* – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual's.
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College of Professional Studies
Course Syllabus

GIS 6391 Health-Care Applications of Geographic Information Systems

12-week term

Required Texts/Software:
Textbook:
GIS Tutorial for Health, 4th Edition (2012)
Kristen S. Kurland & Wilpen L. Gorr
ISBN: 1589483138

Software:
ArcGIS Desktop 10.1, included with the GIS Tutorial for Health book (180-day trial)

Course Prerequisites

GIS5101 and GIS5102

Course Description

Illustrates key applications, methods, and techniques of health incidence and management through the use of geographic information systems (GIS) software. Examines the uses and applications of GIS in the health industry as it is used by local agencies, such as public health units, and larger entities, such as the Center for Disease Control (CDC) and the World Health Organization (WHO). Offers students an opportunity to integrate GIS methods with a variety of situational tutorials, exploring issues such as the advantages and limitations of health data, culminating in a final course project.

Course Outcomes

1. Students will have the opportunity to identify the numerous healthcare related situations that can benefit from the use of GIS through individual lab tutorials and assignments

2. Students will have the opportunity to apply a variety of GIS methods and applications to solve healthcare related issues and provide insight through lab tutorials and assignments

3. Students will have the opportunity to identify emerging issues that can enhance or limit the ability to apply GIS to healthcare related issues through case study investigation

4. Students will have the opportunity to create a data model identifying linkages between health data and GIS strategies

5. Students will have the opportunity to choose a healthcare issue and design an integrated GIS strategy to apply to the issue through an independent study

Course Methodology

Each week, you will be expected to:
1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Complete all lecture materials for the week.
4. Participate in the Discussion Board.
5. Complete and submit all assignments by the due dates.

This course will be taught exclusively online. Students will be assigned readings from a variety of periodicals and relevant sources. Most weeks will contain both a content lecture and a technical methodology lecture. Software tutorials and assignments will be utilized most weeks. There will be a mid-term assignment and a final assignment.

Participation/Discussion Board

- Within this class, there is a great variety of experiences and backgrounds, therefore a significant amount of opportunity to learn and apply concepts through the Discussion Boards

- Students are expected to spend at least 5-7 hours a week on this online course. Daily participation will assist in keeping up with readings, lectures, and assignments for this course

- Each week students should post **at least one primary response** (due **Wednesday** by 11:00 pm) to the threads posted (answering questions posted), **and at least two secondary responses** (replies to other students' postings and/or responses), which are due by 11:59pm **Saturday**

- Students are expected to provide a **well developed paragraph with correct language usage and professional tone** when responding to questions and participating in discussions. Any disrespectful language or content will not be tolerated

Communication/Submission of Work

In the Assignments folder, click on the View/Complete Assignment link to view and each assignment. Attach your completed assignments here and click Submit to turn them in to me. Once your assignment has been graded, you will be able to view the grade and feedback I have provided by clicking on My Grades in the Tools module from the Northeastern University Online Campus tab.
Required assignments must be submitted on the due date by 11:59 pm EST.
Written assignments should exemplify professional appearance and communication skills. Assignments in all formats must be legible, and use correct grammar, spelling, and punctuation. All maps, diagrams, and visuals should be legible, at appropriate scale, and include the appropriate map elements (legend, scale-bar, north arrow, title, your name, date), and should clearly convey the purpose of the map. Cartography counts.
It is the responsibility of the student to notify faculty of unavoidable delays. If this does not occur and specific arrangements have not been agreed upon with the faculty in advance, a late assignment may result in a zero.

Grading/Evaluation Standards

Discussion Board: 25%
Weekly Tutorials & Assignments: 30%
Data Model Assignment: 10%
Final Assignment: 35%
Guidelines for the Assignments can be found in the Assignments section of each Week.

Class Schedule / Topical Outline

Date	Week	Tutorial	Tutorial Name	Assignment	Concept
09/09 - 09/15	1	1	GIS Health Applications	Health GIS Websites	**Introduction Health & GIS**
		2	Visualizing Health Data	Creating Maps	
09/16 - 09/22	2	3	Designing Maps for Health Study	Designing Maps	**Disease Surveillance**
09/23 - 09/29	3	4	Projecting & Using Spatial Data	World Mortality & Walkable Neighborhoods	**World Health Analysis**
09/30 - 10/06	4	Data Model	Downloading & Preparing Spatial Data	Map Housing Values compared to Blood Levels	**Managing & Utilization of Health Data**
10/07 - 10/13	5	5, 6	Geocoding Tabular Data	Map Clinics compared to Demograhics	**Access to Healthcare Services**
10/14 - 10/20	6	7	Preparing and Analyzing Spatial Data	Injuries near parks (buffers)	**Environmental Health Risks**
10/21 - 10/27	7	8	Transforming data using approximation	Population Variables	**Demographic Analysis**
10/28 - 11/03	8	9	Spatial Analyst for Demand Estimation	Fatalities outside Hospitals, Health Centre Land Use	**Assessing Healthcare Demand**)
11/04 - 11/10	9	10	Food-borne Disease Outbreaks	Gather, Trace Outbreak, Identify, Assess Risk Areas	Disease **Outbreak Tracking & Response**
11/11 - 11/17	10	11	Forming a National ACHE Chapter	Territory Analysis	**Policy & Privacy Relating to Health Data**
11/18 - 11/23	11	Project	Project	Project	**Insured vs. Uninsured**
12/02 - 12/08	12	Project	Project	Project	**Mental Health Surveillance**

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Fabrication – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise

Plagiarism – intentionally representing the words, ideas, or data of another as one's own in any academic exercise without providing proper citation

Unauthorized collaboration – instances when students submit individual academic works that are substantially similar to one another; while several students may have the same source material, the analysis, interpretation, and reporting of the data must be each individual's independent work.

Participation in academically dishonest activities – any action taken by a student with the intent of gaining an unfair advantage

Facilitating academic dishonesty – intentionally or knowingly helping or attempting to violate any provision of this policy

For more information on Academic Integrity, including examples, please refer to the Student Handbook, pages 9-11.

Northeastern University Online Policies and Procedures

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Northeastern University
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Syllabus v4
ITC 6300: Foundations of Information Security Management

Contents

1. Course number, title and prerequisites

ITC 6300: Foundations of Information Security Management
Key # 90761 – Section 01 -- Summer 2012 – 3 Quarter Hours Credit
Six Weeks - Online Delivery Course -- Starts Monday 07/02/12 – Ends Saturday 08/25/12

While there are no prerequisites for this course, prior experience with business organization and information systems is helpful.

2. Term, and year: Summer 2012

Week#	Days and dates	Notes
1	Monday 07/02/12 through Sunday 07/08/12	
2	Monday 07/09/12 through Sunday 07/15/12	
3	Monday 07/16/12 through Sunday 07/2212	
4	Monday 07/23/12 through Sunday 07/2912	
5	Monday 07/30/12 through Sunday 08/05/12	
6	Final week: Monday 08/06/12 through Saturday 8/11/12	There is no quiz in week 6. The final exam is given during this week.

4. Course text, edition, author, publisher and ISBN

No software required. The following textbook is required, and is available from the NU Bookstore
http://northeastern.bkstore.com

Information Assurance: Managing Organizational IT Risks

Joseph Boyce, Daniel Jennings, 1st edition (June 15, 2002)
Butterworth-Heinemann, ISBN: 0-7506-7327-3
List Price: $54.95, Softcover: 464 pages
Language: English, Product Dimensions: 10.0 x 6.9 x 0.5 inches

Or

Principles of Information Security, 4th Edition

Michael E. Whitman - Ph. D., CISM, CISSP - Kennesaw State University
Herbert J. Mattord - MBA, CISM, CISSP - Kennesaw State University
ISBN-13: 9781111138219 656 Pages Paperback ©2012

Hands-On Information Security Lab Manual, 3rd Edition

Michael E. Whitman - Ph. D., CISM, CISSP - Kennesaw State University
Herbert J. Mattord - MBA, CISM, CISSP - Kennesaw State University
ISBN-13: 9781435441569 448 Pages Paperback ©2011

Bundled: ISBN-13: 9781133269335

Or

Management of Information Security, 3rd Edition

Michael E. Whitman - Ph. D., CISM, CISSP - Kennesaw State University
Herbert J. Mattord - MBA, CISM, CISSP - Kennesaw State University
ISBN-13: 9781435488847 592 Pages Paperback ©2011

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5. Course Description

Provides a conceptual overview of information security management and information assurance (IA). Topics covered at an introductory level include information security and information assurance principles, information technology security issues, and security technologies and processes. Governance issues include policy, law, ethics, standards, as well as organizational models and communications. Risk management issues include risk assessment, threats, vulnerabilities, and security lifecycle management.

6. Course Outcomes

Students will have the opportunity to become conversant with and knowledgeable of the concepts of Information Security Risk Management and the relevance and application of these concepts to the business environment.

7. Course Methodology

Each week, students will be expected to…

- Review the week's learning objectives.
- Complete assigned readings.
- Read all lecture materials and other readings for the week.
- Participate fully in the Discussion Board. There may be more than one topic in a given week.
- Complete and submit all assignments, quizzes and the final exam by cited due dates.

8. Academic Honesty and Integrity Statement

The University views academic dishonesty as one of the most serious offenses that a student can commit while in college and imposes appropriate punitive sanctions on violators. Here are some examples of academic dishonesty. While this is not an all-inclusive list, we hope this will help you to understand some of the things instructors look for. The following is excerpted from the University's policy on academic honesty and integrity; the complete policy is available at http://www.northeastern.edu/osccr/academichonesty.html

- Cheating – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise. This may include use of unauthorized aids (notes, texts) or copying from another student's exam, paper, computer disk, etc.
- Fabrication – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.
- Plagiarism – intentionally representing the words or ideas of another as one's own in any academic exercise without providing proper documentation by source by way of a footnote, endnote or intertextual note.
- Unauthorized collaboration – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual's.
- Participation in academically dishonest activities – Examples include stealing an exam, using a pre-written paper through mail order or other services, selling, loaning or otherwise distributing materials for the purpose

of cheating, plagiarism, or other academically dishonest acts; alternation, theft, forgery, or destruction of the academic work of others.

- **Facilitating academic dishonesty – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.**

9. Attendance/Tardiness/Participation

Students are expected to fully participate in classroom discussion each week. As this is a blended course, there are investments of time both in the classroom and out. Failure to fully and regularly engage in the learning experiences may result in poor academic performance or course failure. Students unable to comply with deadlines are expected to notify the instructor of the relevant circumstances and their request for accommodation such as an extension of a deadline. For example, students experiencing personal illness, urgent family business, work-related issues, transportation-related or other issues that interfere with their ability to comply with deadlines and participation requirements are expected to notify the instructor promptly so that all appropriate assistance and extensions (if applicable) may be given in accordance with CPS policies. The instructor reserves the right to require documentation of circumstances where extensions of deadlines are requested.

10. Grading and evaluation standards

All work submitted must be turned in on time, and be clear, comprehensible, competently produced, and reflective of insightful analysis. Work submitted after cited deadlines may be accepted or refused at instructor discretion. Failure to fully participate in discussion boards without a reasonable explanation may result in a zero grade for that portion of the assigned work. Students expecting to submit materials late, or who expect to be unable to meet all other cited requirements and/or deadlines are expected to notify the instructor in advance or as soon as possible given the particular circumstance(s).

10.1: Communication/Submission of Work

If a specific assignment other then readings, lecture slides or discussion questions are given, these will be shown in the Assignments folder, to prepare and submit the assignment:

1. Click on the View/Complete Assignment link to view each assignment.
2. Attach a completed assignment here and click Submit to turn it in.
3. Once the assignment has been graded, the student will be able to view the grade and feedback provided by clicking on **Tools**, **View Grades** from the Northeastern Online Campus tab.

If a specific assignment other then readings, lecture slides or discussion questions are given, content must be emailed directly to the instructor at da.fitzgerald@neu.edu. Where this is required, it will be clearly noted in the instructions. Content-oriented discussion and course-relevant student-to-student communications are best published in the Discussion Board so that all students may benefit from the discussion and interaction.

10.2: Use of electronic mail to communicate with instructor

All email communications between instructor and students must be sent and received through recognized University email systems, such as NUOnline and HuskyMail. Use of non-University email systems is discouraged except in case of emergency. The University takes no responsibility for use of non-University-recognized email systems. Students who forward their myNEU mail to non-University recognized systems are solely responsible for any delay, loss or other occurrence that may affect a forwarded email once it has left the Northeastern email system according to it's forwarding address as set by the student. **Likewise, inbound e-mail from a non neu.edu e-mail address may be delayed, rerouted, treated as spam or deleted without being read.**

10.3: Weighting of assignments and evaluation methods

This activity or assignment…	Counts for this percentage of the course grade…
Classroom Attendance & Participation	15
Discussion Questions	15
Weekly quizzes	20
Term Paper	20

Final examination	30

Conversion of weighted and rounded numerical to letter grades is as follows:

Letter Grade	Low	High
A	**95**	**100**
A-	**90**	**94**
B+	**85**	**89**
B	**80**	**84**
B-	**76**	**79**
C+	**73**	**76**
C	**67**	**72**
F	**0**	**66**

10.4: About attendance and participation: (15% of course grade)

An attendance score is assessed for each class meeting. A student will be assumed to have attended class if present at the commencement of the class meeting. The scoring equivalent for attendance is seventy (70). Active participation will raise this score. The scoring equivalent for non-attendance is zero (0). Active participation may include the turning in of assignments individually or in groups.

10.5: About the weekly discussion board: (15% of course grade)

At least one and up to three discussion question(s) will be posed each week. By the start of the next week, students are expected to post at least one response to the prior weeks' question, as well as an insightful response or comment on two or more posts offered by other students in the course. A satisfactory response is thorough, comprehensive, well-written, and reflects insightful analysis of course materials and citation of relevant current events as they may apply.

10.6: About weekly quizzes: (20% of course grade)

- A quiz is assigned each week during week 1 through 5. Quizzes consist of varying numbers of multiple-choice questions.
- Quizzes are taken online, and can be found in the weekly agenda under the "Assignments" heading.
- Quizzes are an individual activity. Students are not permitted to collaborate when taking quizzes.
- Students are respectfully asked to refrain from consulting course materials during quizzes.
- Quizzes must be completed by 12 midnight eastern time each Saturday during weeks 1 through 5.

10.7: Guidelines for final paper (20% of course grade))

This class will require a paper composed of original content, with proper footnotes and references, the subject of which will be discussed further in class each week. The basic premise is to tie the principles conveyed in this class to a theoretical organization. The papers are due at the end of the day on the sixth class period, March 26, 2012. This assignment should be constructed as you go along, and is not something that should be accomplished solely during the last week of class.

10.8: About the final exam: (30% of course grade)

- The final exam is part of Assignments for Week 6, and consists of 150 multiple-choice questions.
- The final exam is taken online.
- The final exam is an individual activity, closed book.
- The final exam is split into two halves. Each half consists of 75 questions.
- Students are not permitted to collaborate nor consult any materials, textbooks or any other sources while taking the final exam.
- The exam must be completed and submitted by 12:00 midnight Eastern Time, Saturday 3/31/12.
- Students are kindly recommended to remember the final exam is a way to evaluate what has been learned in the course, not something to be feared. Doing well on weekly quizzes is generally a good indicator of academic performance on the final exam. For best results when taking the final exam, students are advised to remember course concepts and apply them when considering each question and the multiple choice answers given.

11: How To Do Well In This Class

- Participate Fully in Each Week's Activities
    - Read the Assigned Chapters Before Class
    - Attend Class With Questions
    - Access The Discussion Board
        - Early In The Week, More than Once a Week
        - Subscribing to the Board Each Monday will notify you via e-mail of other's postings
        - Do NOT say "Me Too", or "I agree!" without additional material. You are graded on both the quality and quantity of responses
- Regarding your paper, start early

12: Topical Outline - TBD

Week	Date	Topics (C=textbook chapter number)	Assignments
1	Monday 2/20/12 to Sunday 2/26/12	**C1**: IA and The Organization **C2:** Basic security concepts/principles **C3**: IA Baseline	• Read textbook chapters 1, 2, 3. • No Classroom Session • Discussion questions • Complete quiz 1 by Saturday midnight.
2	Monday 2/27/12 to Sunday **3**/04/12	**C4:** Determining IT security priorities **C5:** Organizational IA Posture	• Read textbook chapters 4, 5. • Attend Class on Monday • Discussion questions • Complete quiz 2 by Saturday midnight.
3	Monday 3/05/12 to Sunday 3/11/12	**C6**: IA Policies **C7**: IA Management **C8**: IA Architecture	• Read textbook chapters 6, 7, 8. • Attend Class on Monday • Discussion questions • Complete quiz 3 by Saturday midnight.
4	Monday 3/12/12 to Sunday 3/18/12	**C9:** Operational Security Administration **C10:** Configuration Management **C11**: Security Lifecycle	• Read textbook chapters 9, 10,11. • Attend Class on Monday • Discussion questions • Complete quiz 4 by Saturday midnight.
5	Monday 3/19 /12 to Sunday 3/25/12	**C12**: Contingency Planning **C13:** IA Education, Training & Awareness **C14**: Policy Compliance Oversight	• Read textbook chapters 12, 13, 14. • Attend Class on Monday • Discussion questions • Complete quiz 5 by Saturday midnight.
6 Final week	Monday 3/26/12 to Saturday 3/31/12	**C15**: Incident Response **C16**: IA Reporting Supplemental lecture (not in textbook) Law, Investigation and Ethics	• No quiz this week. • Read textbook chapters 15, 16. • Read supplemental lecture slides on Law, Investigation and Ethics • Attend Class on Monday • Complete final exam by 12 midnight eastern time, Saturday 3/31/11.

NORTHEASTERN UNIVERSITY
COURSE SYLLABUS

Course #: NUOL-IT6305
Course Title: IT Infrastructure
Class Dates: 2/20/12 –3/31/12
Location: http://spcsblackboard.neu.edu
Text: Telecommunications Essentials, 2nd Ed., ISBN: 978-0321427618

Course Description

This course introduces students to the elements of IT infrastructure – systems, networks, and telecommunications. Telecommunication fundamentals include data, voice, image, and video. The course also covers the concepts, models, architectures, protocols, standards, and security for the design, implementation, and management of digital networks. Essentials of local area networks (LAN), metropolitan area networks (MAN), and wide area networks (WAN) are discussed.

Course Methodology

Each week, you will be expected to:
1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Complete all lecture materials for the week.
4. Participate in the Discussion Board.
5. Complete and submit all assignments and tests by the due dates.

Course Outcomes

Students will have the opportunity to comprehend and synthesize the various technological infrastructure features often utilized by organizations. Students will further review and attempt to further understand the utilization of such infrastructure technology for the practical purposes of organizations at various levels and industries.

Communication/Submission of Work

In the Assignments folder, click on the View/Complete Assignment link to view each assignment. Attach your completed assignments here and click Submit to turn them in to me. Once your assignment has been graded, you will be able to view the grade and feedback I have provided by clicking on Tools, View Grades from the Northeastern Online Campus tab.

Class Schedule

Week 1: (2/20/12)
Post Biography
Lecture 1
Read Chapters 2-3
Discussion Questions

Week 2: (2/27/12)
Lecture 2
Read Chapters 5-6
Discussion Questions

Week 3: (3/5/12)
Lecture 3
Read Chapters 7-8
Discussion Questions
Assignment: Paper 1 Due

Week 4: (3/12/12)
No Lecture
Read Chapters 9-10
Discussion Questions

Week 5: (3/19/12)
Lecture 5
Read Chapters 11 & 14
Discussion Questions

Week 6: (3/26/12)
Lecture 6
Read Chapters 15
Discussion Questions
Assignment: Paper 2 Due
Presentation

Participation/Discussion

You will be expected to contribute to the class discussion in a substantive way at least 3 out of 7 days each week. I'm especially interested in the quality of your content when evaluating your participation.

Late Assignments

Late assignments are those assignments that are not turned in by 11:59pm Pacific time, on the original due date. Late assignments will not be accepted unless of a death/emergency in the family. In this event, an assignment will be acceptable within 2 days of the original due date @ 0 points off. After 2 days, the assignment will not be accepted!

Weighting of Assignments

Participation	15%
Telecommunications Paper	35%
Final Class Paper	35%
Final Class Presentation	15%

Grading Formula

A	100-95
A-	94-90
B+	89-97
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	62-60
F	59 or <

Academic Honesty and Integrity Statement

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- *Fabrication* – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey,

listing a citation for a source not used, or stating an opinion as a scientifically proven fact.

- *Plagiarism* – intentionally representing the words or ideas of another as one's own in any academic exercise without providing proper documentation by source by way of a footnote, endnote or intertextual note.
- *Unauthorized collaboration* – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual's.
- *Participation in academically dishonest activities* – Examples include stealing an exam, using a pre-written paper through mail order or other services, selling, loaning or otherwise distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts; alternation, theft, forgery, or destruction of the academic work of others.
- *Facilitating academic dishonesty* – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

Northeastern Online Policies and Procedures

For comprehensive information please go to http://www.spcs.neu.edu/online/

Northeastern Online Copyright Statement

Northeastern University College of Professional Studies Course Syllabus

ITC 6310 - Information Security Governance

Required Text(s)/Software/Tools:

Information Security Governance Simplified: From the Boardroom to the Keyboard; Fitzgerald (2011); CRC Press; ISBN: 978-1439811634.

In addition to the text listed above, this course contains audio material and in some instances, you may be asked to participate in audio-based activities, such as a Voice Discussion Board. A headset (headphones plus microphone) will allow you to hear and record audio. The Logitech ClearChat Comfort USB Headset, or the Plantronics Audio 470 or 500, or comparable brands/models, are recommended. Headsets can be purchased from online vendors such as amazon.com, bestbuy.com, or newegg.com.

Course Prerequisites

None

Course Description

Information security is a management issue with global business implications. To succeed in today's interconnected business environment requires more than simply a focus on information technology (IT) issues. Succeeding also requires a focus on security strategy and management. IT security governance is an overarching consideration in all risk assessment and management related endeavors and is important for information security since many issues have legal, regulatory, policy, and ethical considerations. The associated risks of business today must be clearly understood and managed.

The course explores the integration of information systems and information security and will discuss: (i) topics, concepts and emerging developments relevant to information security; (ii) the challenge of establishing relevant technological controls; and (iii) the associated structure of responsibility. Students will learn about these concepts through a combination of lectures, online discussions and case studies. At the completion of this course students will have a better understanding of the issues involved in the governance of information security and in managing its processes, assets and workforce.

Course Outcomes

Upon completion of this course the student should be able to:

- Conceptualize the governance of information security in daily activities of the organization.
- Distinguish and describe the contemporary approaches to information security.

Itemize and characterize key system challenges to the governance of information security in business organizations.
Describe, define and utilize the basic vocabulary used in the field of information security.
Appreciate the latest developments in the business use of information security governance.
Explain how Information Security Governance will transform organizations and business models.
Have an awareness of the organizational, ethical and social issues arising from the rapid evolution of information security in the organization.

Course Methodology

Each week, you will be expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Complete all lecture materials for the week.
4. Participate in the Discussion Board.
5. Complete and submit all assignments and tests by the due dates.

Participation/Discussion Board

Each week students must post a primary response (answering the main discussion question) and two secondary responses (responses to other students' posts).
Participation in the weekly class discussion accounts for 20% of the total course grade.
Primary responses are due by Sunday at 6:00pm; secondary responses by Wednesday at 6:00pm.
Responses should be brief and concise and should not deviate from the question posed.

Weekly Quizzes

A weekly true/false quiz will be assigned beginning Week 1 through Week 5. There will be no quiz for Week 6.
These quizzes are taken online and may be found in the weekly agenda in the 'Assignments' section.
Weekly quizzes account for 20% of the total course grade.
Quizzes must be completed prior to the following week's class.
Students may not refer to course materials or collaborate with other students while taking quizzes.

Final Exam

There will be an online final exam which is included as a part of the Week 6 assignment.
The final exam accounts for 60% of the total course grade.
The final exam must be <u>completed and submitted no later than October 20, 2013</u>.
Students may not refer to course materials or collaborate with other students while taking the final exam.

Communication/Submission of Work

In the Assignments folder, click on the View/Complete Assignment link to view each assignment. Attach your completed assignments here and click Submit to turn them in to me. Once your

assignment has been graded, you will be able to view the grade and feedback I have provided by clicking on Tools, View Grades from the Northeastern University Online Campus tab.

Students are encouraged to post content-oriented communication in the Discussion Board instead of in e-mail so that all students can benefit from each others' learning.

Grading/Evaluation Standards

Grades will be based on the following:

Participation – 20%
Quizzes – 20%
Final Exam – 60%

Student written work should be clear, comprehensible, and competently produced with no assistance from third parties. A discussion of Northeastern University grading standards and policies may be found in the CPS Student Handbook, which may be downloaded at: http://www.cps.neu.edu/student-services/student-handbook.

Class Schedule / Topical Outline

Week	Topic	Assignments
1	Introduction; Information Security Strategy	Posted on Blackboard
2	The Security Management Organization	Posted on Blackboard
3	Risk Management; Information Security Policy Development	Posted on Blackboard
4	Security Control Frameworks; Security Awareness	Posted on Blackboard
5	Managerial, Technical and Operational Controls: Practical Considerations	Posted on Blackboard
6	Audit; Legal Considerations	Posted on Blackboard

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research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.

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Facilitating academic dishonesty – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

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Northeastern University College of Professional Studies Course Syllabus

ITC 6315 Information Security Risk Management

Required Text:

Security Risk Management (1st Edition); Wheeler; Syngress; ISBN 9781597496155

Course Prerequisites

None

Course Description

Provides a conceptual overview of security operations. Information security risk management involves assessing, modeling, communicating, and addressing risk issues. Covers statistical, financial, technical, and other risk-assessment and risk-modeling techniques and tools. Offers students an opportunity to be able to present risk assessments, mitigation proposals, and justifications.

Course Outcomes

Students will have the opportunity to become conversant with and knowledgeable of the concepts of Information Security Risk Management and the relevance/application of these concepts to the business environment. This course will explore each phase of the risk management lifecycle, focusing on policies and assessment processes that should be used to properly mitigate and assess risk. Students will learn techniques to perform risk assessments for new IT projects, how to measure security ROI, and how to quantify the current risk level for presentation to executive level management.

Course Methodology

Each week, you will be expected to:

1. Review the week's learning objectives
2. Complete all assigned readings
3. Complete all lecture materials for the week
4. Participate in the Discussion Board
5. Complete and submit all assignments and assessments by the due dates

Each week I will post current events in the Information Security field to the "Security News" blog. I encourage you to read these articles and news items to better understand the latest developments in the field. Students are encouraged to comment on the news items that interest them.

Grading/Evaluation Standards

Grades will be based on the following:

Discussion Participation – 24% (60 pts.)
Writing Assignments – 16% (40 pts.)
Quizzes – 20% (50 pts.)
Final Project – 40% (100 pts.)
Extra Credit – equal to 1 quiz (10 pts.)

Student written work should be clear, comprehensible, and competently produced with no assistance from third parties. A discussion of Northeastern University grading standards and policies may be found in the CPS Student Handbook, which may be downloaded at: http://www.cps.neu.edu/student-services/student-handbook.

Assignments posted late will result in a 10% reduction of grade for each day late. Assignments will not be accepted more than 3 days late. All written assignments will be submitted electronically in report format using Microsoft Word.

Participation/Discussion Board (60 pts.)

In an online course like this it is essential for students to participate in the online discussions. Therefore, rather than requiring a bunch of assignments to be turned in directly to me, I will post discussion questions and require students to post their own discussions. This way everyone can benefit from the ideas of their fellow students. Participation on the online discussions makes up a significant percentage of your overall grade, so please take it seriously.

- Each week students must respond to all of the discussion questions that I post (I will usually put 1 – 2 questions). There will be no instructor questions in Week 6.
- Students must respond to at least one of the questions posted by the instructor by midnight on Tuesday each week
- Starting on Week 2, two students will also be required to post three discussion questions of their own, and to facilitate the ensuing discussions to keep them flowing and focused
- Students who aren't responsible for leading the discussion that week must respond to at least 2 questions from each student leader (total of 4 responses to student posts, plus responses to each of the weekly instructor discussion questions)
- For student discussion leaders, your three questions must be posted by Monday at 6:00pm to give other students plenty of time to respond
- Students must respond to at least one of the questions from each student leader by midnight on Thursday each week
- Even when you are the student leader for the week, you are still responsible to respond to all the questions posted by the instructor, and other student leader (if applicable)
- Participation in the weekly class discussion accounts for 24% of the total course grade

Here is a break down of the points:

- Responding to instructor discussion questions – 25 pts. (5 pts. per week for 5 weeks)
- Responding to student leaders – 25 pts. (5 pts. per week for 5 weeks)
- Facilitating the discussion as a student leader – 10 pts.

Your contribution to the discussions should add value and enrich the quality of the discussion. Interaction and participation does not refer to merely talking or repeating facts or simply agreeing with what others have already said. You may constructively respond to the postings of a colleague and/or the instructor. Alternatively you may infuse a 'fresh' perspective on the issues under study by the class.

It is expected that you will substantially participate during the class each week. Participation goes above and beyond the completion of regular assignment. Rather, participation entails proactive and encouraging involvement in discussions with classmates and faculty. The expectation is that you will use professional experience, the text, articles, and other reference material in the discussion points raised. This practice enriches and informs the direction of the class's discussion and learning.

Writing Assignments (40 pts.)

You can't take a risk management class without having to prepare some risk assessments, so each week an assignment will be provided to mimic one section of a larger risk assessment report. Students will be required to analyze a provided case study to identify threats and vulnerabilities, rate the risks, and propose mitigation plans.

Weekly Quizzes (50 pts.)

Weekly quizzes are designed to assess your comprehension of the readings, lecture slides, and any additional course materials (such as videos, webcasts, etc.).

- A multiple choice quiz will be assigned for each of the first five weeks. These quizzes are taken online and may be found in the weekly agenda in the 'Assignments' section.
- Weekly quizzes account for 20% (or 10 points each) of the total course grade
- Quizzes must be completed no later than Sunday night of each week. For avoidance of doubt, quizzes may no longer be submitted beginning Monday morning at 12:00am.
- Students may not refer to course materials or collaborate with other students while taking quizzes

Although the quiz is not due until Sunday at midnight each week, I strongly encourage you to start it earlier than that because Blackboard can sometimes be unreliable or down for maintenance.

Final Project (100 pts.)

The final project will be a comprehensive assessment of all the topics covered during this course. A case study will be provided, and students will be required to complete a full risk assessment report.

- There will be a final project which is included as a part of the Week 6 assignment. There will be no quiz or other writing assignment for Week 6.
- The final project will consist of several risk assessment sections to be completed and turned in as a single report based on the provided case study
- The final project accounts for 40% of the total course grade
- The project must be completed and submitted before Sunday August 12th at 12:00am
- Students may not collaborate with other students while completing the final project

I have chosen to require a project for this course, rather than a final exam or paper, because this will best represent the skills that you have learned throughout the semester, and can be an important addition to your portfolio when applying for risk related job positions. My hope is that you have a solid example of a risk assessment report to bring on interviews.

Extra Credit (10 pts.)

One Extra Credit assignment will be posted during Week 2 of the course and will be due by the end of Week 6. The possible points available for this assignment will be equivalent to a single quiz. This assignment is optional, but I strongly recommend that you give it a try.

For this assignment, each student must prepare and submit an assessment of a single risk scenario which will be provided by the instructor, but for this assignment you must prepare a short presentation for senior management. The goal is to both analyze and rate the risk accurately, but to also prepare a summary of the risk at an appropriate level of detail for a meeting with senior managers. The presentation will be submitted to the instructor and graded based on the quality of the analysis work and how well the relevance of the risk was articulated in the slides.

Communication/Submission of Work

In the Assignments folder, click on the View/Complete Assignment link to view each assignment. Attach your completed assignments here and click Submit to turn them in to me. Once your assignment has been graded, you will be able to view the grade and feedback I have provided by clicking on Tools, View Grades from the Northeastern University Online Campus tab.

Class Schedule / Topical Outline

Week	Dates	Topic	Assignments
1	7/2 – 7/8	Ch. 1 – The Security Evolution Ch. 2 - Risky Business Ch. 3 – The Risk Management Lifecycle	Read Chapters 1-3 Read Lecture Slides for Ch. 1-3 Answer Discussion Questions Complete Quiz 1
2	7/9 – 7/15	Ch. 4 - Risk Profiling Ch. 5 – Formulating a Risk Ch. 6 – Risk Exposure Factors	Read Chapters 4-6 Read Lecture Slides for Ch. 4-6 Answer Discussion Questions Writing Assignment 1 Complete Quiz 2
3	7/16 – 7/22	Ch. 7 – Security Controls and Services Ch. 8 – Risk Evaluation and Mitigation Strategies	Read Chapters 7-8 Read Lecture Slides for Ch. 7-8 Answer Discussion Questions Writing Assignment 2 Complete Quiz 3
4	7/23 – 7/29	Ch. 9 – Reports and Consulting Ch. 10 – Risk Assessment Techniques	Read Chapters 9-10 Read Lecture Slides for Ch. 9-10 Answer Discussion Questions Writing Assignment 3 Complete Quiz 4
5	7/31 – 8/5	Ch. 11 – Threat and Vulnerability Management Ch. 12 – Security Risk Reviews	Read Chapters 11-12 Read Lecture Slides for Ch. 11-12 Answer Discussion Questions Writing Assignment 4 Complete Quiz 5
6	8/6 – 8/12	Ch. 13 – A Blueprint for Security Ch. 14 – Building a Program from Scratch	Read Chapters 13-14 Read Lecture Slides for Ch. 13-14 Answer Discussion Questions Submit Final Project by 12am EST, August 12, 2012

Other Important Things to Know

You are expected to participate in a good amount of discussion in this course. The rules for this are as follows:

1. You will treat one another, and me, with respect at all times – there are no exceptions to this rule!
2. There are no stupid arguments, just ones you disagree with. Therefore, if you disagree with an argument presented, refer to rule #1 before you respond to it.

3. Discussions are more fun when you actually have an opinion – please share yours with the class through the discussion board.

Finally, I am very much hoping that this will be a fun class for all of us, and that we will all learn something new every week (including me!). This depends a great deal on how you approach the class, however, so I leave it to you – take advantage of all the resources provided, share your questions with the class, and come ready to jump head first into the material during the first week, and we will all have a great semester!

Academic Honesty and Integrity Statement

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- Fabrication – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.
- Plagiarism – intentionally representing the words or ideas of another as one's own in any academic exercise without providing proper documentation by source by way of a footnote, endnote or intertextual note.
- Unauthorized collaboration – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual's.
- Participation in academically dishonest activities – Examples include stealing an exam, using a pre-written paper through mail order or other services, selling, loaning or otherwise distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts; alternation, theft, forgery, or destruction of the academic work of others.
- Facilitating academic dishonesty – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

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For comprehensive information please go to http://www.cps.neu.edu/online/

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Northeastern University
College of Professional Studies
Course Syllabus

ITC 6320: ***Information Security Technology***

Required Text: **Dhillon, Gurpreet (2007) Principles of Information Systems Security. John Wiley & Sons. ISBN: 978-0-471-45056-6.**

Course Description:

Information security is a management issue with global business implications. This course will cover key information security technologies and the context needed for deploying them successfully. Security technology has come a long way, and organizations need to deploy a variety of security devices and tools, such as intrusion detection systems and firewalls, to solve the most pressing information security problems.

Course Objectives:

The course explores the principles of information security. This course will discuss topics, concepts and emerging developments of information security and the challenge of establishing relevant technological controls and the associated structure of responsibility. Students will learn about these concepts through a combination of lectures, online discussions, and case studies. At the completion of this course students will understand the issues involved in information security and in managing its processes, assets, and workforce.

Performance Objectives:

Upon completion of this course the student should be able to:

- Conceptualize information security in daily activities of the organization.
- Distinguish and describe the contemporary approaches to information security.
- Itemize and characterize key system challenges to information security in business organizations.
- Describe, define and utilize the basic vocabulary used in the field of information security.
- Explain how Information Security will transform organizations and business models
- Have an awareness of the organizational, ethical and social issues arising from the rapid evolution of information security in the organization.

Methodology:

This course is an ONLINE course. The methodology that we will use to support the weekly lectures, discussions and assignments will be Blackboard. All class lectures and assignments will be posted prior to the weekly class. Discussion questions will be posted on the Course Discussion Board twice each week. One of

the best learning methods employed in this course is that of "Interaction and Participation" using the Blackboard Discussion Board. Interaction and participation refers to making at least five postings during the class week. Your contribution to the discussions should add value and enrich the quality of the discussion. Interaction and participation does not refer to merely talking or repeating facts or simply agreeing with what others have already said. You may constructively respond to the postings of a colleague and/or the instructor. Alternatively you may infuse a 'fresh' perspective on the issues under study. All class lectures and assignments will be posted on Sunday of each week. You will access the Blackboard classroom through the Northeastern University web site at www.nuonline.edu . You will log on to Blackboard using your student id and password.

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The University views academic dishonesty as one of the most serious offenses that a student can commit while in college and imposes appropriate punitive sanctions on violators. Here are some examples of academic dishonesty. While this is not an all-inclusive list, we hope this will help you to understand some of the things instructors look for and strongly recommend that you include the text below as part of your syllabus. The following is excerpted from the University's policy on academic honesty and integrity; the complete policy is available at http://www.osccr.neu.edu/policy.html.

- *Cheating* – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise. This may include use of unauthorized aids (notes, texts) or copying from another student's exam, paper, computer disk, etc.
- *Fabrication* – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.
- *Plagiarism* – intentionally representing the words or ideas of another as one's own in any academic exercise without providing proper documentation by source by way of a footnote, endnote or intertextual note.
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- *Facilitating academic dishonesty* – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

Weekly Assignments:

For weeks 1, 2, 3, and 5 you will complete a weekly written assignment. This assignment must be posted by end of day Sunday of the current week. All written assignments will be submitted electronically in report format using Microsoft Word. Late postings will receive a 10% reduction of grade for each day late.

Final Assignment: .

The final assignment consists of a written report with 2500-3000 words (not counting title page, bibliography and appendix) that will analyze a case study using the ideas and concepts developed during the course with examples and strategies from your current working environment. Within this report you will:

1. Select a case study from the 10 case studies in the textbook from pages 325 -439.
2. Analyze the case study with specific focus on IT security issues.

Grading/Evaluation Standards:

Grades for this course will be based upon the following:

Interaction and Participation (Discussion Board)	15%
Weekly Assignments (4 at 10% each)	40%
Mid-quarter Exam	20
Final Case Study	25%
Total	100%

WEEK	DATES	CHAPTER	TOPIC	ASSIGNMENT
1	2/20-2/26/2012	1 2	Introduction to the course Information Systems Security Nature and Scope Technical Aspects of Information Security	Case Study 1: Page 26-27
2	2/27-3/4/2012	4 5	Cryptography Network Security	Case Study 2: Page 92-93
3	3/5-3/11/2012	7 8	Planning for Information Systems Security Designing Information Systems Security	CaseStudy 3: UC Berkley: Page 129-130
4	3/12-3/18/2012	1-8	Mid-Quarter Exam	==========
5	3/19-3/25/2012	9 11	Risk Management for Information Security Corporate Governance for IS Security	Case Study 4: Mitsui Bank London: Page 180-181
6	3/25-3/31/2012	14 15	Legal Aspects of Information Security Computer Forensics Final Case Study Due	

			3/30/2012	

Course Outline:

Note: This course outline is subject to change at any time during the course.

ITC6345 System and Network Administration
6-week term

Required Text(s)/Software/Tools:

The Practice of System and Network Administration, Second Edition by
Thomas A. Limoncelli, Christina J. Hogan, Strata R. Chalup

ISBN 9780321492661
Edition 2ND 07
Publisher PEARSON

Course Description

This course in the Informatics program focuses on the skills, tools, and best practices required providing and supporting computing infrastructure and services. In particular this course covers system installation and configuration, defining users and groups, user authentication, file systems, configuring and managing system and network services, client/server systems, and Web site administration. Also discusses troubleshooting, backup/recovery, security issues and policies, user/customer interaction, and the ethical and legal responsibilities of a system administrator.

Course Outcomes

Upon completion of this course the student should be able to:

• Explain what is meant by system administration and apply themselves to a framework developed by industry leaders for the management of information systems and applications
• Distinguish and describe the contemporary approaches to technical problem resolution in a variety of use cases
• Itemize and characterize the usefulness of system administration in business organizations
• Describe, define and utilize the basic vocabulary used in the field of information systems
• Appreciate the latest developments in techniques, tools and philosophies for proactive administration of technical resources

Course Methodology

Each week, you will be expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Complete all lecture materials for the week.

4. Participate in the Discussion Board.
5. Complete and submit all assignments and tests by the due dates.

Course Readings

The assigned text is both a source for the class discussions and also a quality reference. Do not be intimidated by the size, we will be jumping around particular sections most relevant to our course objectives. I am sure you will find its value as I and many in the field have also.

In each section, the text is broken into what the authors refer to as the Basics and the Icing, along with a standard conclusion. In addition to the text, there will be at times additional articles and or video sources to review when assigned.

Participation/Class Attendance

Participation will be met by responding to the weekly discussion questions (2 each week) and by making at least three additional posts during the class week. These non-discussion question posts can be in response to your classmates and additional instructor posts.

Each week, there shall be two labeled forums to help facilitate the active participation by the class: Discussion and Question.

Weekly attendance is required. It is expected that you will substantially participate during the class each week. Participation goes above and beyond the completion of regular assignment. Rather, participation involves being proactive and encouraging discussions with classmates and faculty. The expectation is that you will integrate professional and or personal expertise through the text, articles, and other reference material in the discussion points raised. When successful, this practice enriches and informs the direction of the class's discussion and learning.

Communication/Submission of Work

Submission of Assignments:

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Grading/Evaluation Standards:

Grades for this course will be based upon the following:

Interaction and Participation (5% each week)	30%
Individual Assignments (4 at 10% each)	40%
Quiz (1 at 5% in Week 5)	5%
Final Research Report (1 at 25% due in Week 6)	25%
Total	100%

It is expected for all individual assignments and the final research report that the format be professional in style based on current APA standards. A sample paper will be posted to instruct appropriate guidelines.

For weeks 1 through 4 you will complete a weekly written assignment. These assignments are to be posted by the beginning of the next week's class (by end of day on Sunday). Assignments submitted late will result in a 10% reduction of grade for each day late. Assignments will not be accepted more than 4 days late. All written assignments will be submitted electronically in report format using Microsoft Word. If Microsoft Word is unavailable, please arrange an alternate format with me. Adobe PDF is not acceptable.

Each individual assignment should be at least 3 pages in length unless otherwise noted in the course materials.

As there is no individual assignment scheduled in Week 5, in its place will be a Quiz. More details will be posting in Course Materials leading up to Week 5.

Class Schedule / Topical Outline

Week	Topic	Assignments
1	Foundational Elements of Sys Admin	Assignment 1.1
2	Security, Ethics and Customer Care	Assignment 2.1
3	Impact of Business Change Processes	Assignment 3.1
4	Managed Services	Assignment 4.1
5	Creating Information Systems Information System Trends	Week 5 Quiz
6	Management Principles	Final Research Report

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Northeastern University Online Copyright Statement

Northeastern University
College *of* Professional Studies

Course Number & Title: LDR 6110 Leading Teams CRN:80343 (05)

Term: Spring B, Second Half Session (Term B)

You can access the course at http://nuonline.neu.edu/ by clicking on the course link under the "My Courses" tab.

Northeastern University Online Technical Help
NU Online Support Center
24/7 NU Online Blackboard Support: 855-836-3520

Note: Courses you are enrolled in will not show up in CPS Blackboard until the start date of the term.

For computer access, the NEU library can be used 7 days a week:
http://www.lib.neu.edu/

Required Text(s)/Software/Tools

- Levi, Daniel, *Group Dynamics for Teams, 4th Ed.*, (2013), Sage Publications, Inc. ISBN: 978-1-4129-9953-3.

This course contains audio material and in some instances, you will be asked to participate in audio-based activities, such as a Voice Discussion Board. A headset (headphones plus microphone) will allow you to hear and record audio. The Logitech ClearChat Comfort USB Headset, or the Plantronics Audio 470 or 500, or comparable brands/models, are recommended. Headsets can be purchased from online vendors such as amazon.com, bestbuy.com, or newegg.com.

Course Prerequisites

None

Course Description

The team is the unit of an organization where most leaders begin to develop influence skills. A team can be defined as a group of individuals whom you directly manage or those whom you influence on a project basis. Leading teams involves managing different personalities, cultures, and varying skill levels, while simultaneously securing resources and managing expectations of stakeholders. Through participating in and observing team dynamics, students will determine the principles of building highly effective teams. The pragmatic approach used in this course combines learning through classic case situations and team research that connects theory with experience through team activities.

Learning Outcomes

This course will provide you with the opportunity to:

- Learn effective ways to function as a leader or participant of a team – in both your professional and personal life.
- Define collaborative team leadership and its impact on an organization's success.
- Understand the fundamental concepts of team dynamics relevant to goal setting, role clarity, communication, planning, problem solving and execution.
- Assess and improve your team leadership effectiveness by collaboratively diagnosing team needs, defining an action plan and providing feedback.
- Articulate and discuss personal team style and then utilize assessments to strengthen personal team leadership style.
- Become familiar with the opportunities and challenges with the engagement of virtual teams.

Course Methodology – Discussion Board, Individual and Teamwork Participation

This course is fast paced**. It is required that you log onto the course site the first day of class (5/19) to meet your team and participate in a team exercise that will be due on Wednesday evening (5/21).** The course is offered as an action learning experience to develop and hone your team leadership skills, either as a member or team leader. It is designed to be highly interactive, and calls for your willingness to study and reflect on the assigned reading material and participate actively in all online discussions. See the discussion board rubric that is presented later in this document that will be used as a basis to grade your discussion board performance.

We use a variety of teaching methods to achieve course objectives including case study, class dialogue, experiential team activities, and problem-based learning approaches. You will be asked to contribute key ideas on how the readings inform

your team experience in formal work and non- work situations. The syllabus lays out an initial plan for the course and may be revised as needed to meet students' needs and interests. All of the elements of this course are crafted to help you become more insightful, aware and reflective of your team leadership practice. To accomplish these tasks, the course offers an assortment of learning activities and experiences designed to improve your own level of team effectiveness including participation in:

- Maintaining an individual journal as the basis of a final reflection paper and learning team assessment;
- Online discussion board including reflecting on the perspectives of team development and team leadership based on assigned readings;
- Working in learning teams to apply the theory in the course, to discuss team concepts, and to work together on three components of a team project.

Learning Team Experience – Small Virtual Learning Teams: Teams are important sources for learning. You will be assigned to a Learning Team with 4 to 5 other students. The hallmark of success in LDR 6110 is your willingness to confer regularly with your team to complete a team project.

Learning teams provide you with a safe environment in which you can test your assumptions and try out new skills. In particular, learning teams create a laboratory in which you can become more aware of your actual behavior in your team – as a leader or member. In addition to project work, you will be asked to engage in team activities and exercises that present you with opportunities to discuss and demonstrate team concepts learned during the course.

Assignments

A. Team Action Learning Project

Your team project should be one that interests you, that provides you with an opportunity to achieve the agreed upon team goal(s) and at the same time improve your personal repertoire of team leadership skills. This is a real project, with a real outcome. It is not based on a hypothetical situation. It is hoped that the team project will afford you excellent opportunities to develop team skills, and will be a beneficial experience on a personal and professional level. Examples of team projects will be provided to you once the class convenes. All members of the team earn identical grades for their contribution to the team project; however, the instructor reserves the right to make individual grade adjustments based on a confidential assessment of each team member's contribution and participation that will be reported within the final assignment.

In Week 5, your team is responsible for posting a virtual presentation of your team's work in the space marked "Team Project Presentations" on the discussion board for peer review. Additional guidelines for the Team Project Report and Presentation will be posted on BB.

Project Guidelines: (Remember – the project is *not* a hypothetical topic. Rather, it is a real, fact-based project with a real projected outcome)

- Achievable – can be accomplished in the time frame allowed for the project
- Focused – demonstrates understanding of task and direction
- Valuable - provides opportunities to apply team concepts and improve your team development skills
- Equitable – allows for significant contributions from *all* team members, must involve active exchange of ideas/activity among team members

Team project elements include three components:

1. **A team charter proposal (10%) --** including a team operating agreement and a brief proposal of your team's project (approximately 2 - 3 pages in length, double-spaced, 12-pt Times New Roman font, have one-inch top, bottom, left, and right margins) is **due on Wednesday, May 28, 2014, (submit one copy on behalf of your team through the assignment link at the top of the *Course Materials* folder.** This assignment should include a clear description of your team project, purpose, goals, responsibilities, procedure, and ground rules of your team. A team charter template is available in the course material area that can serve as a model as you prepare your charter. Your classmates and instructor will provide prompt feedback to each team. After reviewing the feedback, your team may, or may not, choose to modify the initial charter and resubmit a revised version.

2. **A team project presentation (20%)** – in Week 5, submit one copy of the project presentation **due on Saturday, June 21, 2014,** on behalf of your team through the assignment link. Your presentation should be approximately 15 power point slides (plus bibliography). However, you are not limited exclusively to a power point presentation format. If your team is so inclined, feel free to be creative, as some teams have designed websites, brochures, video presentations, etc. Please be sure to contact the instructor with your project presentation proposal ideas before embarking on the project.

3. **A team project report (20%)** – in Week 5, submit one copy of the project report double-spaced, 12-pt Times New Roman font, have one-inch top, bottom, left, and right margins) **due on Saturday, June 21, 2014,** on behalf of your team through the assignment link. The team decides the length of the paper. The content of the report should cover: (a) a description of the project and how and why it was selected, (b) a summary of the team's progress, (c) a summary of the leadership and team issues that emerged, and (d) a description of the lessons learned. Include the positives and the negatives of the project (what worked well and what did not work well). This report is from the team perspective.

Your team work is valued at a total of 50% of your course grade for your work together on all three team components: charter (10%), project

presentation (20%), and report (20%).

B. <u>Individual Reflective Journal (Learning Team Assessment Report) (20%)</u>

Journal writing represents a written record of what you experience and learn about teams. Each week, record your impressions about working in teams, both positive and negative aspects, in a document/notebook for your own reference. Maintain your journal each week as the instructor will request to view your journal during the course. This journal exercise will be an invaluable resource to you when writing the learning team assessment report. Regularly reflecting on what you learn helps one to become more self-aware and helps to develop effective team leadership capabilities. Keeping a journal can help you integrate learning from your readings, learning team, and class discussions and will be the foundation for your learning team assessment report. The final paper (approximately 10 pages in length, double-spaced, 12-pt Times New Roman font, with one-inch top, bottom, left, and right margins) is an individual assignment that **is due Friday, June 27, 2014.** APA-styled formatting rules are required.

As a guide for content, your reflective report should include, but not be limited to, discussion of all of the following items:

- What were the strengths and weaknesses of your team?
- Who contributed the most? The least?
- Who had the most influence? Over which issues? How did the various members gain influence?
- Were group norms followed? How were they enforced?
- How did the group capitalize on the differences that existed between the members? To what extent did this impact the group's problem-solving and decision-making abilities?
- How were decisions made? How was consensus reached?
- What specific ideas about team development and team leadership did you arrive with and how have some of your ideas been transformed?
- Which readings had a particular impact on you and why? How did key questions and journal reflections change your ideas and behavior?
- What do you see as your strengths as a team leader/team member? What areas do you still need to work on and how do you plan to accomplish this?

C. <u>Online Participation – Discussion Board</u>

Online class participation is worth **30% of your grade**. Active participation on the discussion board demonstrating quality contributions and commentary, and an understanding of team theory and concepts is vital and required as well as meeting all posting and assignment deadlines. Late postings will result in a grade reduction for the given week. Active contribution to advancing the goals of the course -- through online discussion, exercises, and other initiatives that demonstrate leadership and teamwork during the course -- is strongly encouraged.

Criteria for Evaluation - Completion of the requirements identified above along with a demonstration of:

Understanding and Integration of Theory: Demonstrate that you not only understand, but can use the conceptual ideas of the course in written discourse. You should also demonstrate that you can translate and weave the conceptual ideas of the course into your own thinking and reasoning, and interlace these ideas into your everyday practice.

Reflectiveness: Clearly link the assignments to your own team leadership approach and actions. Demonstrate a personal commitment to learn and change your ideas and behavior in light of experience and feedback from your team.

Writing Style: Written assignments will receive more weight if well-organized (edited) and well-written in terms of syntax and usage. For more guidance, a detailed grading rubric is included and follows in the course syllabus.

Communication/Submission of Work

All submissions of work are to be uploaded on Blackboard.

Please post general questions to the Water Cooler so that the posted answers to those questions are available for all to see. General questions are those regarding when assignments are due, requirements for the assignments, or other questions regarding the assignments or course expectations. You may also use this area to post articles, links and/or books that may be of interest to the entire class.

For those unfamiliar with Blackboard, to post an assignment, go to the *Assignments* folder (at the top of the *Course Material* folder), click on the View/Complete Assignment link to view each assignment. Attach your completed assignments here and click "Submit" to turn them in to me. Once your assignment has been graded, you will be able to view the grade and feedback provided by clicking on Tools, View Grades from the *Northeastern University Online Campus* tab.

Submission format: All papers are to be presented in 12 pt. Times New Roman font, double-spaced with one inch margins on all sides. All references and bibliography must follow APA format. Papers that do not meet APA style or formatting guidelines are subject to a full point grade deduction. I highly recommend purchasing the Publication Manual of the American Psychological Association, Sixth Edition by the American Psychological Association (Paperback - July 2009). Please also note that Wikipedia is not yet considered to be a legitimate scholarly source and, as such, its use is not permitted.

Late Submission of Work

Each assignment is due on the date indicated – late assignments will receive a full grade point reduction. There are no make-up dates or extensions for the assignments

except for documented personal emergencies or special permission granted by the instructor in writing. Special permission must be requested in writing to the instructor at least two days prior to the due date of the assignment.

Evaluation Measures & Due Dates

The assignments for this course include class participation via discussion board, team charter proposal, team project report, team presentation, and an individual reflection journal report. Grading standards can be located in the *CPS Student Handbook*, at http://www.cps.neu.edu/student-services/student-handbook. See specific instructions that will be posted on Blackboard.

Assignment/Element	Due Dates	Percent
Online Discussion Board Participation	Weekly	30
a) Team Charter Proposal	Wednesday, May 28, 2014	10
b) Team Project Report	Saturday, June 21, 2014	20
c) Team Presentation	Saturday, June 21, 2014	20
Individual Reflection Journal Report	Friday, June 27, 2014	20
Total		**100**

Grading Rubric

Percent	Letter
100-	**A**
93-90	**A-**
89-87	**B+**
86-84	**B**
83-80	**B-**
79-76	**C+**
75-73	**C**
72-70	**C-**
<70	**F**

Week	Topics	Assignments / Activities
1 **5/19 – 5/24**	**Introduction and Overview of Course** **Understanding Teams** **Defining Team Success** **Team Charter/Team Project** *BB: (to be advised)* *BB = Blackboard*	*Team formation and begin work on team charter proposal* *Chapters 1 and 2*
2 **5/25 – 5/31**	**Processes of Teamwork** **Team Beginnings** **Understanding Basic Team Process** **Cooperation & Competition** *BB: (to be advised)*	*Charter proposal submitted on 5/28* *Ongoing individual journal entries as well as continued team preparation* *Chapters 3, 4, and 5*

3 **6/1 – 6/7**	**Team Leadership Models** **Decision-Making & Consensus** **Managing Teams** **Listening & Feedback** *BB: (to be advised)*	*Ongoing individual journal entries as well as continued team preparation* *Chapters 7, 9, and 10*
4 **6/8 – 6/14**	**Optimizing Team Performance** **Managing Team Relationships** **Problem Solving - Resolving Conflicts in Teams** **Managing Change** **Creativity** *BB: (to be advised)*	*Ongoing individual journal entries as well as continued team preparation* *Chapters 11 and 12*
5 **6/15 – 6/21**	**Diversity** **Team, Organizational and International Culture,** **Virtual Teams** *BB: (to be advised)*	*Team Project and Team Presentation Due Saturday, 6/21* *Chapters 13, 14 and 15*
6 **6/22 – 6/28**	**Reflections and Lessons Learned** **Teams will convene during the last week for project/presentation debrief of what worked, what didn't work, and a time to bring closure to the team experience.**	*Individual Reflective Journal Report - learning team assessment* *Due Friday, 6/27*

Note: The course schedule and topical outline is subject to change based on learning needs of course participants and/or discretion of instructor as the course progresses.

Participation/Discussion Board

Each week there is an assigned discussion topic. Students are expected to research the topic and to contribute comments in the discussion forums throughout the week. Initial discussion contribution must be posted by **Wednesday evening at 11:59 p.m. (Eastern Time)** of that week. Students must also post at least two peer responses by **Saturday at 11:59 p.m. ET** to meet the minimum discussion requirements.

In drafting your responses, please keep the following guidelines in mind:

* Be timely in responses.

* Be brief and to the point.

* Make sure the answer adds substantially to the discussion.

* Be collaborative, not combative.

* Be positive in approaching the subject matter.

Avoid the following responses:

* Simple "I agree" or "Good point" statements alone.

* Off-topic postings. Use the "Water Cooler" forum for non-course-related discussion postings or additional postings.

* Anything that could be interpreted as offensive by a fellow classmate.

* Avoid off-color humor and language; at all times maintain courtesy and respect towards the other members of the class.

Discussion Grading Rubric - Each week, the discussion work will be graded as follows:

Grading Discussion Board	
A/A- (5 to 4.5 pts.) Distinguished/ Outstanding	Have participated more than three times during the week and have posted outstanding information. • Initial contribution posted on or before Wednesday at 11:59 p.m. ET. • Submitted more than two responses to other student posts on or before Saturday at 11:59 p.m. ET. • Posts include academic research references (APA formatting). • Deliver information that shows thought, insight, and analysis in an outstanding manner. • Contain new ideas, connections, or applications with significant depth and detail at an outstanding level. • Make connections to previous or current content or to

	real-life situations with new ideas, connections, or applications at an outstanding level.
B+/B (4 to 3.5 pts.) Proficient	Have participated at least three times during the week and have posted proficient information. • Posts are made in time for others to read and respond (initial contribution post made on or before Wednesday at 11:59 p.m. ET). • Submitted a minimum of two responses to other student posts on or before Saturday at 11:59 p.m. ET. • Deliver information that shows thought, insight, and proficient analysis have taken place. • Make connections to previous or current content or to real-life situations with proficient connection to course material. • Contain new ideas, connections, or applications with some depth and/or detail at a proficient level. • Posts include academic research references (APA formatting).
B- (3 pts.) Basic	Have participated at least two times during the week and have posted basic information. • May not be submitted in time for others to read and respond (i.e.: primary post submitted later than 11:59 p.m. ET on Wednesday and/or failure to reply to posts before Saturday at 11:59 p.m. ET). • Although competent, actual information delivered lacks depth and is commonplace. • Make limited, if any, connections, and those are often cast in the form of vague generalities. • Contain few, if any, new ideas or applications; often are a rehashing or summary of other comments.
C+ (2.5 pts. or less) Below Expectations	Have participated at least one time during the week and have posted information that was below expectations. • May not all be made in time for others to read and respond. • Are rudimentary and superficial; there is no evidence of insight or analysis. • Contribute no new ideas, connections, or applications. • May be completely off topic.

Writing is an invaluable skill that improves reading, problem solving, and critical thinking, and is at the core of effective communication. Writing is a tool to synthesize ideas and demonstrate understanding of content regardless of content area, discipline, or degree level. Effective writing includes a clear focus, organized development, logical thinking,

and careful revision. The following writing quality rubric will be used to assess all assignments.

Students are expected to critically interpret the text, challenge assumptions, and use data from several sources (beyond the text), and to make their case and support their arguments.

Writing Quality Rubric

Scoring Level	Grammar, Mechanics, Usage	Clarity and Coherence
High level of Proficiency	While there may be **minor** errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the written assignment.	Sentences are structured and words are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer's points easy to follow.
Moderate Proficiency – half grade level reduction (5%)	**Frequent** errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions **distract** the reader, but the reader is able to completely understand what the writer meant. Writing does not consistently follow appropriate style and/or format.	Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.
Minimal Proficiency – full grade level reduction (10%)	Writing contains **numerous** errors in spelling, grammar, and/or sentence structure which **interfere with comprehension**. The reader is unable to understand some of the intended meaning. Style and/or format are inappropriate for the assignment.	Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.

There is no intention to penalize students for writing skills, but to help improve skills so they can participate fully in the curriculum. The following resources are available:

- **Smarthinking** (available free in Tool section of Blackboard) – this allows students to submit **personal written material in any subject** and have it reviewed by an e-structor within a 24-hour window (in most cases).

- The **Purdue Online Writing Lab** (http://owl.english.purdue.edu/owl/) provides free writing resources with help in grammar, sentence structure and general writing skills.

Academic Honesty and Integrity Statement

The University views academic dishonesty as one of the most serious offenses that a student can commit while in college and imposes appropriate punitive sanctions on violators. Below are some examples of academic dishonesty. While this is not an all-inclusive list, we hope this will help you to understand some of the things instructors look for. The following is excerpted from the University's policy on academic honesty and integrity; the complete policy is available at http://www.cps.neu.edu/about-cps/policies-and-procedures.

- *Cheating* – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise. This may include use of unauthorized aids (notes, texts) or copying from another student's exam, paper, computer disk, etc.
- *Fabrication* – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.
- *Plagiarism* – intentionally representing the words or ideas of another as one's own in any academic exercise without providing proper documentation of source by way of a footnote, endnote or intertextual note.
- *Unauthorized collaboration* – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual's.
- *Participation in academically dishonest activities* – Examples include stealing an exam, using a pre-written paper through mail order or other services, selling, loaning or otherwise distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts; alternation, theft, forgery, or destruction of the academic work of others.
- *Facilitating academic dishonesty* – Examples may include inaccurately listing someone as co-author of a paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

Northeastern University Online Policies and Procedures
For comprehensive information please go to http://www.cps.neu.edu/online/

Northeastern University Online Copyright Statement

Northeastern University
College *of* Professional Studies

Course	**LDR 6120 Creating Leadership Capability: Developing Bench Strength**
Textbooks and Equipment	☐ John H. Zenger and Joseph Folkman. ***The Extraordinary Leader, Turning Good Managers Into Great Leaders,*** McGraw Hill, 2009. ISBN: 0071628082 ☐ John Whitman, ***Coaching for Performance***, 4th Edition, Nicholas Brealey Publishing, 2009. ISBN: 857885354 ☐ Head set and microphone Additional readings will be made available on Blackboard as the course progresses.
Course Descripton	Understanding organizational dynamics and developing leadership capacity within the organization are two critical challenges facing leaders today. In this course, students will study the structure and dynamics of organizations, combining relevant research from the fields of organizational theory, social psychology, and management science to assist in deepening their understanding of effecting change in organizations. With this context, the course focuses on developing leadership capacity, or bench strength, throughout an organization. Participants will diagnose their own organizations so that they can respond with the most appropriate structure and processes to create leadership capacity in their environment.
Course Outcomes	During this class, you will have the opportunity to: **1.** Develop your leadership through a competency-based learning plan. **2.** Strengthen your team by using development best practices to facilitate learning. **3.** Build trusting partnerships that ensure coaching discussions are productive. **4.** Assess leadership/talent management in your organization. **5.** Define an effective leadership/talent development process.

Methodology

LDR 6120 is a leadership course emphasizing action learning and a highly interactive online format that relies on your willingness to participate in all online discussions: large/small group and Learning Partner discussion boards. We use a variety of teaching methods to achieve course objectives including brief online lectures, case study, class dialogue through the discussion board, and problem-based learning approaches.

The syllabus lays out an initial plan for our work and may be revised during the course to meet students' needs and interests. All of the elements of this course are designed to help you hone your skills to be effective in leading and facilitating public and institutional policy. To accomplish these tasks, we will undertake a variety of activities and experiences. Each week, you will be expected to:

1. Complete all assigned readings.
2. Complete all lecture materials for the week.
3. Participate in the Discussion Board.
4. Complete and submit all assignments by the due dates.

Readings and Lectures
You will be asked to complete weekly reading and lecture assignments and submit thoughtful responses and key ideas on the discussion board on how the readings inform your leadership development and professional experience.

Participation/Discussion Board
All students enrolled in *LDR 6120* share a responsibility to contribute to the learning experience by preparing weekly assignments and offering quality contributions in online discussions.

Action Learning. Action Learning is a process by which you can work through real organizational problems or opportunities while developing a critical leadership skill. To accomplish this, you will be asked to design and implement an action learning project based on your competency assessment.

Learning Partner. *Learning Partners* are fellow students who will help you be successful with your action learning project. You will work with a *Learning Partner* who will support and challenge you in framing, reframing, and accomplishing your action learning project. Simultaneously, you will act as a coach to your *Learning Partner* providing you with an opportunity to use the coaching models we discuss in the course.

Blackboard

Blackboard. You can access the course website through your MyNEU account or directly at blackboard.neu.edu If you need help logging in or have any technical trouble, you should contact the Help Desk (617-373-4357) immediately to have issues resolved.

Grading/ Evaluation Standards

Your grade in the course will be based on your performance in four areas listed below.

Assignment/Element	Due Date	Percent
1. Personal Assessment	5/27/09	20
2. Action Learning Project Report	6/24/09	35
3. Coaching Report	6/19/09	15
4. Participation and Discussion Board	weekly	30
Total		**100**

Grades will be determined in accordance with Northeastern University grading policies. The grading objective is to certify, at various levels, that students have learned the skills and knowledge required for the course.

Grade appeals. If you believe an error has been made on your grade for an assignment, please bring it to my attention within one week of the date the assignment has been returned to you. When submitting a grade appeal, please first review the assignment instructions and grading criteria, and then summarize the reasons for your concern. Grade appeals must be in writing.

Late Assignments: Each assignment is due on the date indicated. There are no make-up dates or extensions for the assignments except for documented personal emergencies or special permission granted by the instructor in writing. ***Special permission must be requested in writing to the instructor at least two days prior to the due date of the assignment.***

Assignment Summary

1. Participation/discussion Board

You will be asked each week to consider questions presented to you on the Discussion Board and to post your initial response to the question(s) by midnight, midweek (EST). In addition, unless otherwise specified, you will be asked to post responses to at least two of your classmates' posts by midnight, Saturday, of each week (EST). Class participation and contribution are considered critical to the success of the course. Not posting or late posting will result in loss of points. **Participation on the discussion board is a weekly exercise, and is worth 30% of your grade.**

2. Personal Assessment: **20% of your Final Grade, (Due January 21)**. You will be asked to complete a series of assessments or activities to support your action learning project. You will need to complete these assessments prior to class two. Your Personal Assessment, is due on May 27, should include the following:

- LPI Survey
- Learning Style Inventory
- "The Future" Assignment
- Competency Assessment (self–assessment and two other sources are required- e. g. your manager, coworkers, peers. This will provide you with an enhanced understanding of your strengths and development needs
- Proposal for Action Learning Plan –Your proposal should include a) your

development goal b) a detailed description of the project, including action steps and key milestones c) expected outcomes of the project in terms of your development, your team, your department/company, etc. d) your feedback sources including the name of your learning partner.

If your project changes significantly from your statement of work you must notify me before you continue your Action Learning Project.

3. Action Learning Project: **35% of your Final Grade (Final Project Report Due February 10)**. You will design your own action learning project to develop a leadership skill based on your Personal Assessment. Action learning combines a learning dimension with real work and real results. You will also work with a Learning Partner who will support and challenge you in framing, reframing, and accomplishing your action project. Simultaneously, you will act as a coach to your Learning Partner providing you an opportunity to use the coaching models we discuss in the course.

There are four critical components to any action learning project that you will want to consider as you design your project:

- The project should stretch you beyond your current capacity.
- The project should be dynamic, with problems to solve and choices to make under conditions of risk and uncertainty.
- The project should include learning triggers (situations or events that will prompt you to practice your new skills).
- The project should incorporate your learning style preferences.

Action Learning Project Report: You will complete a final project report, which will summarize your action learning project. The report should be approximately10 pages and should be double-spaced. The report should address the elements below.

Designing and implementing an action learning initiative is similar to any well-thought out project. Here are the critical elements you will want to cover in your final project report:

- A Brief Summary of Your Original Proposal.

- Clear Objectives and Measures: Be clear about your end-result and deliverable. What will completing the objective successfully look like to you? What actions are you taking? Be specific.

- Project Composition: Students are expected to work through their project in a deliberate manner, taking the necessary time to pose the question accurately, frame the problem, collect data, if necessary, and present an experience that has included both individual and organizational learning and leadership. The project should require concrete action on your part (as opposed to just analysis).

- Data Collection/Research: You will want to cite literature that will inform your thinking about the action learning project, and how you will address it. You should also use and integrate information from our readings and class discussion.

- Feedback and Learning. Ongoing feedback is essential to identify the progress you are making in your development. In addition you should identify and prepare feedback sources within your job. Finally, you should clearly demonstrate a personal commitment to learn and change your ideas and behavior in light of experience and feedback from others. I want to understand what you learned, what skills you developed, what the feedback was around your actions, and how you incorporated feedback into your actions.

4. Coaching Summary Report: 20% of your Final Grade (Due February 12).
The Coaching Report will include: 1) coaching worksheets from your coaching partner sessions, and 2) a two page, double spaced paper highlighting your insights on the coaching process (both on coaching and being coached).

Grading criteria for written reports:

- ☐ 45% Completion of Requirements Identified for Each Assignment.
- ☐ 40% Reflection. Clearly link the assignment to your own leadership approach and actions. Demonstrate a personal commitment to learn and change your ideas and behavior in light of experience and feedback from others.
- ☐ 15% Writing style. A paper will receive more weight if it is well-organized (edited) and well-written in terms of syntax and usage.

Academic Honesty and Integrity Statement

Essential to the mission of Northeastern University is the commitment to the principles pf intellectual honesty and integrity. Assignments must demonstrate the student's own work efforts. For more information, please refer to: http://www.osccr.neu.edu/policy.html.

Schedule of Topics, Readings and Assignments

[Note: This outline is subject to change, based on learning needs of course participants and/or discretion of faculty, as course progresses. Additional Readings will be posted on Blackboard]

Week 1 (1/11 – 1/16)	**Topics**	**Readings/Assignments**
Learning to Lead	☐ Course Overview ☐ Leadership Capability ☐ Personal Assessment ☐ Learning Partner	• ***Zenger/Folkman, Chapters 1 & 2*** • ***The Five Practices of Exemplary Leadership—BB*** ****BB refers to blackboard posting under course content/readings.***
Week 2 (1/17 – 1/23)	**Topics**	**Readings/Assignments**
Defining Leadership Competencies	☐ Leaders Must Fit Their Organization ☐ Leadership Practices ☐ Leadership Competencies ☐ Personal Assessment, cont. ☐ Action Learning Project	• ***Zenger/Folkman, Chapters 3 & 5*** • ***What Leaders Really Do—BB*** • ***Whitman, Part III*** ***Assignment:*** **Personal Assessment and Action Plan Due January 21**
Week 3 (1/24 – 1/30)	**Topics**	**Readings/Assignments**
Leadership & Coaching Skills	☐ Leadership Competencies, cont. ☐ Coaching Dimensions ☐ Coaching Steps & Plan	• ***Zenger/Folkman, Chapters 4 & 6*** • ***Whitman, Part I*** • ***How I Let My Employees Lead—BB***

Week 4 (1/31 – 2/6)	Topics	Readings/Assignments
Effective Communication, Coaching & Collaboration	☐ Coaching Styles & Strategies ☐ Giving and Receiving Feedback ☐ Leadership Development Strategies ☐ Fatal Flaws Must Be Fixed	• ***Zenger/Folkman, Chapters 7, 10 & 11*** • ***Whitman, Part II*** • ***Situational Leadership--BB***

Week 5 2/7 – 2/13)	Topics	Readings/Assignments
Leadership Development Programs	☐ Leadership Development Cases ☐ Organizational Planning & Response ☐ Creating & Managing a Learning Organization ☐ Emotional Intelligence	• ***Zenger/Folkman, Chapters 8, 9 & 13*** • ***Developing Your Leadership Pipeline—BB*** • ***Whitman, Part IV*** • ***Primal Leadership—BB*** ***Assignment:*** **Coaching Report Due February 12**
Week 6 (2/14 – 2/19)	**Topics**	**Readings/Assignments**
Leadership Development: Assessment & Learnings	☐ What Individuals Do to Become Great Leaders ☐ Learning for Leadership ☐ Action Learning Projects	• ***Zenger/Folkman, Chapters 12 &14*** • ***Learning for Leadership—BB*** ***Assignment:*** **Action Learning Paper Due February 17**

Northeastern University
College of Professional Studies

LDR 6125: Managing Organizational Culture

Beginning: May 21, 2012 for 6 Weeks. CRN# 80806

Blended, May 21, 2012 – June 30, 2012

Note: Courses you are enrolled in will not show up in CPS Blackboard until the start date of the term.

For computer access, the NEU library can be used 7 days a week: http://www.lib.neu.edu/

Required Textbook(s)/Materials

1. Schein, Edgar, H. (2010). Organizational Culture and Leadership. Jossey Bass, 4th Edition. ISBN: 978-0-470-19060-9
2. Supplemental Readings and Resources will be posted on Blackboard.

Course Prerequisites

Student Competencies:

- Microsoft Word, Microsoft Excel and Microsoft Power Point are used throughout. Students are expected to already be proficient in the use of these programs.

- Students will be expected to complete all assignments and present them in APA Paper Format. Documents describing APA format are available in the course.

Course Description

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Management vision, values, history, size, physical characteristics and industry all contribute to the creation of an organization's culture. The structures and processes created within each culture influence the behavior of individuals working within it. While leaders in one culture may thrive; others barely survive. This course will ask such questions as, "What behavior is my organizational culture affecting?" What impact does my organization's culture have on its strategy?" How can I influence the culture of my organization," and "Does culture survive in an era of mergers and acquisitions?" Using case studies and students' actual organizational experiences, participants will define various organizational cultures and diagnose their own to determine how to manage most effectively in that environment.

Learning Outcomes

During the course, students will have the opportunity to:

1. To define organizational culture and its impact on the organization and its performance;
2. To describe the different levels and types of organizational culture and how it is created, maintained, changed and assessed;
3. To demonstrate your understanding of the course material by participating in an action learning project related to your own organization and its culture;
4. To reflect on your organization's culture and the assumptions you hold that guide your actions;
5. To demonstrate progress in narrowing the gap between your espoused beliefs and theories of organizational culture and your actual practice as a leader;
6. To reflect on your own experiences in organizational life that have posed a clash between expectations embedded in culture and your own values as a professional;
7. To integrate analytic thinking skills with action in real time and in real situations, and;
8. To act upon a current organizational situation or decision to effect positive change.

In pursuing these objectives, the course will -

- Use the text and cases
- Combine theory and practice
- Combine the strategic with the tactical
- Use relevant concepts to analyze and assess -

Course Methodology

Each week you will view lecture materials, read more about the lecture topic in your course text and then you will complete case studies and other assignments where you will have a chance to apply what you've learned.

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Each week, you will be expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Complete all lecture materials for the week.
4. Participate in the Discussion Board.
5. Complete and submit all assignments by the due dates.

Weekly Structure	
Day 1	Monday
Day 2	Tuesday
Day 3	Wednesday
Day 4	Thursday
Day 5	Friday
Day 6	Saturday
Day 7*	Sunday

Grading/Evaluation Standards

Student participation is required in all aspects of the course. Participation in discussions is defined very clearly as contributing throughout the week to all of the discussions in that week.

Minimal preparation is reading the material, and being able to summarize what it is about, what the issue is, and what you would recommend.

Superior preparation involves being able to (i) summarize the situation/problem presented by the case; (ii) recommend a solution to the discussed problem; (iii) support your recommendation with relevant details and analyses; (iv) back up your sources with correctly formatted references; and (v) discuss innovative solutions, or why obvious solutions might be discounted.

The instructor reserves the right to scale grades as needed.

Late Submission of Work

Each assignment is due on the date indicated - late assignments will not receive any points. There are no make-up dates or extensions for the assignments except for documented personal emergencies or special permission granted by the instructor in writing. Special permission must be requested in writing to the instructor at least two days prior to the due date of the assignment.

The course will consist of weighted as follows:

Class Attendance and Participation	20

Online Discussions Board Participation	20
Case Analysis (Group)	20
Organizational situations	20
Reflection on Major Topics (Individual)	20

Grading Rubric

Letter Grade	Low	High
A	94	100
A-	90	93
B+	87	89
B	84	86
B-	80	83
C+	76	79
C	73	75
C-	70	72
F	0	69

Attendance/Tardiness (Blended/Hybrid/Traditional Classes Only)

As the weekly class session is a vital part of the learning experience, all students are expected to attend every week, be on time for the start of class, and stay until the end of class.

However, in the event of extraordinary, legitimate and unavoidable situations, students may be excused for lateness or absence. Extraordinary, legitimate and unavoidable situations include personal illness, urgent family business, work-related issues, transportation-related issues, religious requirements. If at all possible, students should let me know by e-mail about the excused absence or lateness before class.

Students with more than 1 unexcused lateness will be penalized 1 point per lateness.

Students with more than 1 unexcused absence will receive a failing grade for the course.

Participation/Discussion Board

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Each week there is an assigned discussion topic. Students are expected to research the topic and to contribute comments in the discussion forums throughout the week. Initial discussion contribution must be posted by Thursday (Day 4) of that week. Students must also post at least two peer responses by Sunday (Day 7) to meet the minimum discussion requirements.

In drafting your responses, please keep the following guidelines in mind:

- Be timely in responses.
- Be brief and to the point.
- Make sure the answer adds substantially to the discussion.
- Be collaborative, not combative.
- Be positive in approaching the subject matter.

Avoid the following responses:

- Simple "I agree" or "Good point" statements alone.
- Off-topic postings. Use the "Water Cooler" forum for non-course-related discussion postings or additional postings.
- Overly long threads; keep in mind everyone is busy!
- Anything that could be interpreted as offensive by a fellow classmate.
- Avoid off-color humor and language; at all times maintain courtesy and respect towards the other members of the class.

Discussion Grading Rubric
Criteria is the following:

Grading Discussion Board	
A/A- (10/9 pts) Distinguished/ Outstanding	Have participated more than 3 times during the week and have posted outstanding information. • Initial contribution posted by midweek • Submitted 2 responses to other student posts on or before day 7 • Initial post had academic research references • Deliver information that shows that thought, insight, and analysis have taken place • Make connections to previous or current content or to real-life situations, but the • Connections are not really clear or are too obvious • Contain new ideas, connections, or applications, but they may lack depth and/or detail
B+/B (8/7pts) Proficient	Have participated at least 2 times during the week and have posted proficient information. • Posts are made in time for others to read and respond (initial contribution post made by midweek) • Deliver information that shows that thought, insight, and analysis have taken place • Make connections to previous or current content or to real-life situations, but the

	• Connections are not really clear or are too obvious • Contain new ideas, connections, or applications, but they may lack depth and/or detail
B- (6pts) Basic	Have participated at least 1 time during the week and have posted basic information. • May not all be made in time for others to read and respond are generally competent, but the actual information they deliver seems thin and commonplace • Make limited, if any, connections, and those art often cast in the form of vague generalities • Contain few, if any, new ideas or applications; often are a rehashing or summary of other comments
C+ (5pts or less) Below Expectations	Have participated at least 1 time during the week and have posted information that was below expectations. • May not all be made in time for others to read and respond • Are rudimentary and superficial; there is no evidence of insight or analysis • Contribute no new ideas, connections, or applications • May be completely off topic

- How do you get other students to interact with your posts? By posting to theirs!
- Posting something brilliant on Sunday night is too late to generate a discussion. Please post
  early, post often.

Each week there are homework assignments. Every student will be expected to conduct research in the completion of these assignments. All written assignments are due on the last day of the week (Day 7*) at 11:59 PM Eastern Time unless otherwise specified.

Students are expected to critically interpret the text, challenge assumptions, and use data from several sources (beyond the text), and to make their case and support their arguments.

Written Assignment #1: Case Study Analysis (Team Project)

As we know, no organization is immune to problems. However, the companies that survive are the ones that can spot ethical issues and correct them before they become problems.

Poor corporate ethics involve more than one individual. There is a huge amount of controversy on

Walmart's alleged unethical business practices.

After watching the video in class (Is Walmart good for America?):

What deficit Walmart and it's leaders produced in corporate culture?

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Take into consideration the title of the video Is Walmart good for America? from the perspective of ethical leader. If you are advising Walmart what would you advise and why? Defend your position with sound evidence.

Estimated Length: 3-4 pages, Times New Roman font, cover page, double spaced. Please upload it in word document or pdf.

Written Assignment #2: Organizational Change (Individual paper):

After analyzing the cultures of the following organizations:

Corporate culture at Fannie Mae

http://www.businessinsider.com/working-at-fannie-mae-pre-2005-sounds-awesome-2011-1

Enron's corporate culture

http://www.schulersolutions.com/enron_s_corporate_culture.html

Please take the following scenario into consideration:

You have got a reasonable amount of venture capital where you can build a small company of twelve people working for you. You can divide them as two in production, two in HR, two in sales, two in admin, two in accounts and two working in your office.

What would you do during the six months period to build and develop the culture of the company. Please demonstrate your understanding of the context book.

Estimated Length: three to four pages, Times New Roman font, cover page, double spaced.

(Individual Assignment)

Written Assignment #3: Analysis of un-ethical corporate culture (Group Assignment).

Considering again, the size and scale of Walmart corporation, do you perceive any conflict or clash between the corporate culture and the sub-culture at the local or regional level of a multinational corporation.

Though corporate head quarters build a culture that incorporates throughout the organization, however, a manager at street level can also have a role in culture building or in developing a sub-culture. How does a store manager and regional manager would balance the cultural expectations at the head quarter level and local levels?

Estimated Length: three to four pages, Times New Roman font, cover page, double spaced.

Writing Quality Rubric

	Grammar, Mechanics, Usage	Clarity and

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Scoring Level		Coherence
High level of Proficiency	While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the written assignment.	Sentences are structured and words are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer's points easy to follow.
Moderate Proficiency – half grade level reduction (5%)	Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions distract the reader, but the reader is able to completely understand what the writer meant. Writing does not consistently follow appropriate style and/or format.	Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.
Minimal Proficiency – full grade level reduction (10%)	Writing contains numerous errors in spelling, grammar, and/or sentence structure which interfere with comprehension. The reader is unable to understand some of the intended meaning. Style and/or format are inappropriate for the assignment.	Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.

There is no intention to penalize students for writing skills but to help improve skills so they can participate fully in the curriculum. The following resources are available:

- Smarthinking (available free in Tool section of Blackboard) – this allows students to submit personal written material in any subject and have it reviewed by an e-structor within a 24-hour window (in most cases).

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- The Purdue Online Writing Lab http://owl.english.purdue.edu/owl/) provides free writing resources – with help in grammar, sentence structure and general writing skills

Communication/Submission of Work

In the Assignments folder, click on the View/Complete Assignment link to view each assignment. Attach your completed assignments here and click Submit. Once your assignment has been graded, you will be able to view the grade and feedback provided by clicking on Tools, View Grades from the Northeastern University Online Campus tab.

Class Schedule / Topical Outline

Week	Dates	Topic	Reading	Assignments	Discussion Topics
1	05/21 05/27	Organizational Culture and Leadership Defined	Ch. 1 The Concept of Organizational Culture: Why Bother? Chapter 2: The Levels of Culture Chapter 4: Macro-cultures, Subcultures and Micro-cultures	Case Analysis: Case of Walmart	Experiencing Organizational Culture
2	05/28 06/03	The Dimensions of Culture	Chapter 5: Assumptions About External Adaptation Issues Chapter 6: Assumptions About Managing Internal Integration Chapter 9: Assumptions About Human Nature, Activity, and Relationships	Case Analysis: Walmart Team paper is due on the 06/03	Assumptions and Beliefs

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3	06/04 06/10	Part Three: The Leadership Role in Building, Embedding, and Evolving Culture	Chapter 12: How Culture Creation Emerges in New Groups Chapter 16: What Leaders Need to Know About How Culture Changes	Individual Paper: Enron	Group culture
4	06/11 06/17	Part Four: How Leaders Can Manage Change	Chapter 17: A Conceptual Model for Managed Culture Change Chapter 18: Culture Assessment as Part of Managed Organizational Change	Individual Paper: Enron Due on 06/17	Learning Organization
5	06/18 06/24	Part Five: New Roles for Leaders and Leadership	Chapter 20: The Learning Culture and the Learning Leader	Case Analysis Group assignment	Founders Creating Culture
6	06/25 06/30	Multicultural Groups	Chapter 21: Cultural Islands: Managing Multicultural Groups	Paper due on 06/30	Collective Intelligence of Group

Academic Honesty and Integrity Statement

The University views academic dishonesty as one of the most serious offenses that a student can commit while in college and imposes appropriate punitive sanctions on violators. Here are some examples of academic dishonesty. While this is not an all-inclusive list, we hope this will help you to understand some of the things instructors look for. The following is excerpted from the University's policy on academic honesty and integrity; the complete policy is available at http://www.northeastern.edu/osccr/academichonesty.html

- Cheating – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise. This may include use of unauthorized aids (notes, texts) or copying from another student's exam, paper, computer disk, etc.

- Fabrication – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.

- Plagiarism – intentionally representing the words or ideas of another as one's own in any academic exercise without providing proper documentation by source by way of a footnote, endnote or inter-textual note.

- Unauthorized collaboration – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual's.

- Participation in academically dishonest activities – Examples include stealing an exam, using a prewritten paper through mail order or other services, selling, loaning or otherwise distributing materials for the purpose of heating, plagiarism, or other academically dishonest acts; alternation, theft, forgery, or destruction of the academic work of others.

- Facilitating academic dishonesty – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

24/7 NU Online Technical Support

Get immediate 24/7 technical support for NU Online by calling 855-836-3520 or email NUOnline@neu.edu.

For answers to common questions you may also visit the NU Online support portal at: http://smartipantz.perceptis.com/neu/content/default.aspx

MyNEU Technical Support

Please contact the University help desk by calling 617-373-HELP (4357) or email help@neu.edu

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LDR 6135: The Ethical Leader 80924
Spring 2014 Term B 6 Weeks

Required Reading:
Ed., Ciulla, Martin and Solomon. Honest Work. 3rd Edition (Oxford: New York, New York, 2014)
ISBN 9780199944200

Suggested Reading:

Rachels, James and Stuart Rachels. The Elements of Moral Philosophy. 7th Edition (McGraw-Hill: New York, New York, 2011) ISBN 9780078038242

Course Description:

This course considers the conflicts that can arise when individual values conflict with those of the organization. It uses case studies and current events to examine actions leaders have taken and consequences faced when confronted with ethical dilemmas. From crises within our religious institutions to corporate fraud, our news is filled with examples of an ethical void in leadership and our society today. Citizens and employees alike are demanding that our leaders go beyond mere accountability for their actions; they're demanding moral leadership in both our institutions and society overall. From these discussions, students have an opportunity to develop a personal model for ethical leadership.

Course Outcomes:

In brevity, this course will offer the student the opportunity to pursue the following skills and outcomes:

1. understand in greater depth how individuals think
2. evaluate the constructs of morality and decision making
3. understand the implications of subjective and objective thinking
4. explore various philosophical and societal approaches to problem solving
5. evaluate the decisions of leaders
6. analyze ethical issues in leadership
6. more fully understand and critique possible "real life" decisions or outcomes
7. cultivate leadership through deeper understanding of others and their unique perspectives and needs

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Course Methodology:

This course is a hybrid class but students should access all material through NEU's Blackboard system. As such, lectures, assignments and discussion board exchange will occur on-line throughout the six-week period in spite of the fact that we will meet on Thursday nights at 5:50.

Each week, students will be expected to:

1. Review the week's learning objectives.
2. Read and study all assigned readings.
3. Participate in the Discussion Board.
4. Complete and submit all papers and quizzes by the due dates listed.

Students are expected to participate in the main Discussion Board forums by answering all three questions posted on line per week as a bare minimum. **Therefore, students should post at least three times during the week but really should consider the Discussion Board as an ongoing opportunity to interact with their classmates and instructor throughout the week. Therefore, participation should be focused on participating at least five to six times in order to enhance the student's education.**

Here are some suggestions for Discussion Board work:

When you can, avoid responding with only a sentence or two; your comments should have some substance. Students are expected to help facilitate the course by sharing your experience, ideas, and opinions about the topics under discussion. Participants' postings must show that one has understood and assimilated the course materials. The responses to other students' postings should enhance discussion of the specific topic by, for example, asking probing questions that lead to further discussion.

The quality of your postings carries far more weight than their length or frequency.
In drafting your responses, please keep the following guidelines in mind:

- Be timely in responses.
- Be brief and to the point.
- Make sure the answer adds substantially to the discussion.
- Be collaborative, not combative.
- Be positive in approaching the subject matter.

Avoid the following responses:

- Simple "I agree" or "Good point" statements alone.
- Off-topic postings. Use the "Water Cooler" forum for non-course-related discussion postings or

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additional postings.
- Overly long threads; keep in mind everyone is busy!
- Anything that could be interpreted as offensive by a fellow classmate.
- Avoid off-color humor and language; at all times maintain courtesy and respect towards the other members of the class.

This course requires that students reserve ample time to read, study, and think about the issues we will work through in the time that we are not in class. To do this well, students will need to spend close to eight hours a week reading assigned readings, reading and studying lecture material as well as completing on-line work listed below. Class time will, for the most part, focus on direct instruction so that conversation can go on over the course of the week on Blackboard.

Grading/Evaluation Standards:

Grading Rubric

Letter Grade	Low	High
A	93	100
A-	90	92
B+	87	89
B	83	86
B-	80	82
C+	76	79
C	73	75
C-	70	72
F	0	69

The instructor reserves the right to scale grades as needed.

Your grade will be determined by the following assignments:

Evaluation Measures	
Oral Participation	30%
Response Papers	25%
Quizzes	20%
Final Paper	25%

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Late Submission of Work

Each assignment is due on the date indicated – there is a deduction of 10% on late work submitted. Special permission must be requested in writing to the instructor at least two days prior to the due date of the assignment for credit to be given.

Your grade will be determined by the following criteria:

Oral Participation (30%)

Students should participate in the discussions in class and on the discussion board. Ethical study relies upon individual participation. Discussions should include references to readings, lecture materials and real life experiences. Each discussion, formal or not, should follow a format that encourages everyone to share expertise, opinions, and judgments in a well-informed and argued format.

Discussion Grading Rubric

Grading Discussion Board	
High Level of Proficiency **A Level Work**	Have answered all questions presented during the week and have posted outstanding information. • Initial contribution posted on or before day 4 • Submitted 3 responses to other student posts on or before day 7 • Initial post had academic research references • Deliver information that shows that thought, insight, and analysis have taken place • Make connections to previous or current content or to real-life situations, but the • Connections are not really clear or are too obvious • Contain new ideas, connections, or applications, but they may lack depth and/or detail
Good Level of Proficiency **B Level Work**	Have answered all questions presented during the week and have posted good information. Posts are made in time for others to read and respond (initial answers are made on or before day 4) • Deliver information that shows that thought, insight, and analysis have taken place • Make connections to previous or current content or to real-life situations, but the connections are not really clear or are too obvious • Contains new ideas, connections, or applications, but they may lack depth and/or detail
Minimal Level of Proficiency	Have answered most of the questions presented during the week. • May not all be made in time for others to read and respond are generally competent, but the actual information they deliver seems thin and commonplace

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C Level Work	• Make limited, if any, connections, and those are often cast in the form of vague generalities • Contain few, if any, new ideas or applications; often are a rehashing or summary of other comments

Unacceptable Level of Proficiency **F Level Work**	Have not answered all questions. • May not all be made in time for others to read and respond • Are rudimentary and superficial; there is no evidence of insight or analysis • Contribute no new ideas, connections, or applications • May be completely off topic

2 Response Papers (25%)

Students will be required to submit 2 papers of 3 pages (12 Font, double spaced), which address the question related to the readings and lecture material offered. Similar to discussion board participation, excellent written work should incorporate at least three direct text references, offer a number of strong arguments and analysis, and support such work with a number of comprehensive and thorough insights. Excellent written work should also include no mechanical mistakes and be properly cited using NEU standards.

Listed below are the weeks and dates when response papers are due and the questions that correlate with those dates:

1. **Week Two: June 1**

   What two thinking problems do individuals seem to struggle with the most? Use examples from the text, lecture material, and your own research to support your arguments.

2. **Week Four: June 15**

   Of the seven ethical perspectives discussed in the lecture material for week four, which viewpoint do you believe is the most moral as we consider strong ethical leadership? Offer at least three strong arguments with substantial support from the course readings, your own experience and the theories we have learned.

2 Quizzes (20%)

Quizzes will consist of two short answer questions or a number of identification terms and one question, designed for students to demonstrate working knowledge and thinking skills correlated with the course thus far. Questions will cover the reading, discussions, and the lecture material we have studied so far. Quizzes will be taken on-line during the week that it is assigned and students may use whatever resources they like to complete them.
Here are the weeks that quizzes will take place:

1. **Week Three: June 8**
2. **Week Five: June 22**

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Final Paper (25%)

Students will be required to submit a final ethics paper of 6-8 pages (12 Font, double spaced), that addresses the following question below. Similar to good discussions, excellent written work on a final paper should incorporate at least five direct text references or researched arguments, offer a number of strong examples and analysis, and support such work with a number of comprehensive and thorough insights from personal experience or one's own work. Excellent written work should also include no mechanical mistakes and be properly cited using NEU standards.

Final Paper Question: What is your philosophy of proper leadership ethics in your industry or career path? Develop at least five different points or arguments that support your thinking. Use outside research, textbook analysis and our course as a resource.

Students have freedom to develop and write this philosophical piece as a vision of their own practice for the future. It must, though, address the question above with adequate support and demonstrate wisdom gained from the course.

The final paper will be due:

Week Six: June 29

Written Work Rubric

Indicators	Mechanics and Style Expectations	Content and Analysis Expectations
High Level of Proficiency **A Level Work**	• Very controlled and complex thesis/ purpose • A forceful sequence of ideas/arguments creating a compelling overall statement in response to the question. • Varied sentence structure and length manipulate style to enhance the essay's effectiveness • Employs three superb examples of support that confirm the arguments, usually centered on the material from the course • There are no mistakes in punctuation, grammar or spelling	• Paper incorporates excellent use of course materials/resources (at least three direct references) • Exceptional insight in development of content and discussion of course ideas; exceptional interpretation of evidence • Consistently seeks out and uses the best (not the most obvious) resource (passage) to create unique analysis of the text • Analysis demonstrates a deep and sophisticated understanding of ethical theory. • Builds from peer interaction (discussion board or other work) to enhance analysis/arguments and elevate the complexity of the paper • Documentation is correctly and comprehensively

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		present

Good Level of Proficiency
 	
B Level Work
	• Clear and significant thesis/ purpose
	• Coherent, controlled organization – the reader is never lost
	  o Introduction supports the organization.
	  o Conclusion supports the organization.
	  o There are transitions between paragraphs and ideas.
	  o Paragraphs are well constructed. Each paragraph centers on a single idea.
	• Varied sentence structure and length manipulate style to enhance the essay's purpose - sentences are concise and build upon each other to create a larger cohesion.
	• Employs three solid examples of support that confirm the arguments
	
	• Clear/correct grammatical structure; few mistakes
		• Paper incorporates good use of course materials/resources (at least two direct references)
		• Possesses insight in development of content and discussion of course ideas; good interpretation of evidence
		• Consistently seeks out and uses the good (not the most obvious) resource (passage) to create unique analysis of the text
		• Analysis demonstrates a consistent and clear understanding of ethical theory.
		• Alludes to peer interaction (discussion board or other work) to enhance analysis/arguments and elevate the complexity of the paper
		• Documentation is correctly and comprehensively present

Minimal Level of Proficiency **C Level Work**	• Clear, but obvious thesis/ purpose • Clear organizing pattern; clear transitions between arguments at paragraph and sentence level; topic sentences that guide reader • Attempts to vary sentence structure and length to manipulate style • Two examples of proof are employed • Generally clear, grammatically correct writing	• Incorporates some use of course materials/resources--at least one direct reference or possibly none • Possesses some insight in development of content and discussion of course ideas; interpretation of evidence is weak • Demonstrates a cursory understanding of ethical theory. • Offers little or no peer interaction (discussion board or other work) to enhance analysis/arguments and elevate the complexity of the paper • Completeness in thesis/ conclusion is weak. Topic sentences clarify paragraphs and reinforce thesis but there are serious gaps in analysis structure • Uses little resources (passages)in analysis of text • Demonstrates weak analysis or a limited understanding of material. • Uses little or no related sources of the class to answer the question. • Shows a basic understanding of information heard in class, in conferences and through research • Citations are not present or are incomplete

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Unacceptable Level of Proficiency **F Level Work**	• Purpose of writing is not clear • Unclear organization; key points of paragraphs aren't connected back to thesis; paragraphs lack overt transitions of ideas • Argument support is weak or non-existence in terms of explanation • Sentences have some structure but lacks stylistic development Paragraphs are marred by several sentence- level errors, affecting comprehension	• Paper incorporates no use of course materials/resources • Insights on content and discussion of course ideas is not present • There are little or no solid arguments that connect to course materials • Analysis demonstrates limited knowledge and understanding of ethical theory • There is no interaction (discussion board or other work) to enhance analysis/arguments and elevate the complexity of the paper • Citations are not present

Submission of Work:

Answers to the discussion board, paper responses, quizzes and the final paper should be submitted directly to me on-line through the procedure listed below.

In the Assignments folder, click on the View/Complete Assignment link to view each assignment. Attach your completed assignments here and click Submit to turn them in to me. Once your assignment has been graded, you will be able to view the grade and feedback I have provided by clicking on Tools, View Grades from the Northeastern Online Campus tab.

Communication on content related topics should go through the Discussion Board and not through e-mail, unless there is some extraordinary issue or problem. By doing this, all students will be able to benefit by such interaction and/or analysis.

Grades on all sections of the course will be based on NEU's standards. Students may view those standards by logging on to the following site: http://www.cps.neu.edu/student-services/student-handbook.

Class Schedule / Topical Outline:

Week	Date	Topic	Assignments
1	5/19-5/25	Basic Constructs in Thinking Introduction to Ethical Theory	Discussion Board Reading: Intro and Chapter 1
2	5/26-6/1	Morality and Good Decision Making	Discussion Board Reading: Chapters 2, 3 and 14 Response Paper #1 Due
3	6/2-6/8	Objective and Subjective Thinking	Discussion Board Reading: Chapters 8 and 9

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			Quiz #1
4	6/9-6/15	Perspectives in Ethical Theory	Discussion Board Reading: Chapters 5, 6 and 15 Response Paper #2 Due
5	6/16-6/22	Determining Effective Leadership	Discussion Board Reading: Chapters 4,10 and 13 Quiz #2
6	6/23-6/29	Final Paper Due June 29	Final Paper

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- *Facilitating academic dishonesty* – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

Northeastern Online Policies and Procedures

For comprehensive information please go to http://www.cps.neu.edu/online/

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LDR 6140 – Developing the Strategic Leader

~~ COURSE SYLLABUS ~~

NOTE: This is an intensive course which will be completed in six weeks. You have double the workload of a full-semester course, so please keep up! It is the student's responsibility to read the required materials and do any assignments on or before the scheduled due date.

Course Content	Uses case analyses of relevant businesses and institutions to offer students an opportunity to build strategic thinking skills. Based on these analyses, students develop recommendations for their own organizations' success and actions they can take to influence strategic change. Effective leaders look within and beyond their organizations to determine the right direction for action. Leadership capability extends beyond operational excellence; it requires an appreciation of the external environment and its impact on the organization. A common gap in leadership competence of today's administrators and managers is the ability to consider the role of the organization within its wider technologic, competitive, and economic environment.
Course Outcomes	Students will have the opportunity to become conversant with and knowledgeable about the following key elements of strategic leadership: • Strategy, leadership and strategic leadership • Thinking and acting strategically in complex and fast-changing environments • Understanding industry dynamics and competitive challenges • The key elements necessary to execute a strategy • The importance of execution on strategic success • The role of culture, change and leadership in strategy and execution

Course Textbooks & Articles	<u>Books:</u> James C. Collins and Jerry Porras, Built to Last: Successful Habits of Visionary Companies, Harper Business, 1994, ISBN-13: 978-0060566104 Michael Treacy and Fred Wiersema, The Discipline of Market Leaders, Perseus Books, 1995, ISBN-13: 978-0201407198 <u>Harvard Business Publishing Articles (Course Pack):</u> David J. Collins, Ben & Jerry's Homemade Ice Cream Inc.: A Period of Transition, Harvard Business School Press, 2005, 9-796-109 Richard L. Nolan and Suresh Kotha, Harley-Davidson: Preparing for the Next Century, Harvard Business School Press, 2007, 9-906-410 David A. Garvin and Lynne C. Levesque, Strategic Planning at United Parcel Service, Harvard Business School Press, 2006, 9-306-002
Course Methodology	Developing the Strategic Leader will be presented through a combination of class discussion on case studies, lectures and discussions on concepts, presentations on strategic leadership, written case analyses and personal reflection. Students are required to prepare for each class by being able to summarize, present, and offer input regarding concepts from the assigned reading. Reference materials include current business periodicals and newspapers, the Internet, and the required textbook. The syllabus lays out an initial plan for our work and may be revised during the course to meet students' needs and interests. All of the elements of this course are designed to help you become more insightful and aware of strategic leadership practices and to become more reflective about your practices. To accomplish these tasks, we will undertake a variety of activities and experiences, which include: • In-Class Dialog • Strategic Leader Presentation & Paper • Cases Analyses • In-Class & Blackboard Participation • In-Class & Blackboard Exercises

Writing Papers

Writing is an important component of this course and your education at Northeastern University. Papers are expected to be submitted on time, show good English grammar, correct punctuation and be free of typographical errors.

Papers submitted in this course should include your name, date, course name and paper title. They should be double-spaced, 12-point font with no more than 1 ½" margins. Topic headings should be used appropriately throughout all papers. Papers can be submitted in hard-copy in class or via email in Microsoft Word or PDF format before the start of the class on which they are due.

A maximum of 5 points will be deducted from papers that have significant grammar, punctuation or typographical errors.

A total of 5 points will be deducted from papers that are turned in late.

You have access to FREE tutoring online 24/7 called SMARTHINKING through your myNEU account. This is an excellent resource especially for students struggling with writing.

More details can be found at this link:

http://www.cps.neu.edu/cps/uploadDocs/SMARTHINKING-access_info091008.pdf

Class Participation & Discussion Board

Class Participation is worth 30% of your total grade. Weekly Class Participation grades will be posted to 'Blackboard Grades' each Sunday.

Participation both in class and via Discussion Board will be of the highest order of importance in this course. This means offering the benefit of your analysis and experience, asking relevant questions and responding to or expanding on fellow student's questions in class and in postings on Discussion Board. Both the quality and quantity are important; comments are expected to be reasonably timed and relevant.

Participation Level	Grade
No participation on Discussion Board	0
Minimal participation on Discussion Board	1
Some participation on Discussion Board	2
Regular and ongoing on Blackboard	3

Class Participation & Discussion Board (Cont.)

Student interaction should be respectful, relevant and within the boundaries of course material.

You can access the course website through your MyNEU account or directly at http://cpsblackboard.neu.edu.

If you need computer access, the NU library can be used 7 days a week. If you need help logging in or have any technical trouble, you should contact the Help Desk (617-373-5618) immediately to have issues resolved.

Strategic Leader Presentations & Papers

The Leader Presentation & Paper is worth 10% of your total grade. Presentations will be scheduled throughout the course. Papers are due at the time the Presentation is delivered in class (see Strategic Leader Presentation Schedule in Blackboard).

Each student will be required to present a dialog in class on a business or government leader of his or her choosing. The goal of these presentations is to provide the class with an understanding of the leader's strategic accomplishments or failures. The student should select a leader in business or government; research a specific event or initiative the leader was responsible for and prepare a presentation based on the following format.

Presentation Element	Description
Brief background of leader	Who is the leader? Where do they operate or function? What is their background?
Environmental or industry situation	What is the business or governmental situation? Describe the problem or challenge.
Strategic initiative	What was the leader's strategic initiative? Describe the execution and results.

In conjunction with each presentation, the student is required to submit a summary paper of their presentation for grading. Summaries papers should carefully follow the guidelines in the Writing Papers section of the syllabus.

Students are expected to comment and question on fellow student's strategic leaders as indicated in the Class Participation & Discussion Board section of the syllabus.

Case Analyses	Case Analyses will be worth 40% of your total grade. There are two cases assigned for the student's analysis in the course. The student is required to read each case, develop an understanding of the industry and strategic issues and write a paper answering assigned, general strategy-related questions and specific execution related questions. Course material should be the foundation of case analysis papers. It is critical that the student convey a solid understanding of the course material and its relevance to the case. In addition to the paper, the student is expected to be prepared for and contribute to Discussion Board comments regarding the case assigned for the week. Case papers will vary in length depending on the specific case and the depth of analysis. Papers should carefully follow the guidelines in the Writing Papers section of the syllabus. Additional details about each case will be provided in the Course Material section of Blackboard the week before it is due.
Reflection Paper	The Reflection Paper will be worth 20% of your total grade. At the beginning of the course, each student will write out answers to the following questions and retain them for reference in writing the final reflection paper. • What does Strategy mean to me? • What does Leadership mean to me? • What does Strategic Leadership mean to me? • What does Execution mean to me? At the conclusion of the course, the student will write a reflection paper describing the change in thinking gained as a result of the course. Additional details on the reflection paper will be provided in the fourth class. Reflection papers will vary in length. Papers should carefully follow the guidelines in the Writing Papers section of the syllabus.

Course Grading Rubric	Grading Element		Description	
	30%	Class Participation & Discussion Board	Participation in class will be graded on a scale of 0 to 3 as outlined in the Class Participation & Discussion Board section on page 3 of the syllabus. Class Participation will total 18 points toward your total grade.	
	10%	Leader Presentation & Paper	• Presentation & Paper Follow Specified Format & Directions	5
			• Answered All Questions Completely	5
			• Presentation & Paper Show Evidence of Research	5
			• Use of Course Material	5
			• Material Well Presented	5
			Presentation & Paper Total	25
	40%	Cases	• Case Papers Follows Specified Format & Directions	5
			• Answered All Questions Completely	5
			• Understanding of Case is Evident	5
			• Case-Specific Question	5
			• Use of Course Material	5
			• Material Well Presented	5
			Case Total (Two at 30 points each)	60
	20%	Reflection Paper	• Paper Follows Specified Format & Directions	5
			• Evidence of Personal Growth & Learning	5
			• Use of Course Material	5
			• Material Well presented	5
			Reflection Paper Total	20
			Total Course Points:	123

Letter Grade Distribution

Percent	Letter
>= 96.4%	A
>= 92.7%	A-
>= 89.1%	B+
>= 85.5%	B
>= 81.8%	B-
>= 78.2%	C+
>= 74.5%	C
>= 70.9%	C-
<= 70.8%	F

LDR 6140 – Developing the Strategic Leader		
Session	Date	Topic
1	Thursday 02/25/10	Announcement: Course Introduction, Design, Administration & Deliverables, Goals, Strategy, Planning, Execution & Results Reflection Paper (Precursor): Student will write out their definition of Strategy, Leadership, Strategic Leadership & Execution Reading: The Discipline of Market Leaders – Chapters 1, 2 & 3 Deliverables: Reflection paper initial answers (Discussion Board)
2	Thursday 03/04/10	Discussion: Operational Excellence, Product Leadership, Customer Intimacy Leader Presentations: Student presentations as scheduled Reading: The Discipline of Market Leaders – Chapters 4, 5, 6, 7, 8 & 9 Deliverables: Strategic Leader papers (as scheduled)
3	Thursday 03/11/10	Discussion: Value Disciplines, The Cult of the Customer, Harley Davidson Case Leader Presentations: Student presentations as scheduled Reading: The Discipline of Market Leaders – Chapters 10, 11 & 12 Deliverables: Harley Davidson case analysis, Strategic Leader papers (as scheduled)
4	Thursday 03/18/10	Discussion: Clock Building vs. Time Telling, The Tyranny of the OR, Strategic Planning at United Parcel Service Leader Presentations: Student presentations as scheduled Reading: Built to Last – Chapters 1, 2, & 3, Strategic Planning at United Parcel Service Deliverables: Strategic Leader papers (as scheduled)
5	Thursday 03/25/10	Discussion: Big Hairy Audacious Goals, Cult-Like Cultures, Ben & Jerry's Case Leader Presentations: Student presentations Reading: Built to Last – Chapters 4, 5, 6 & 7. Deliverables: Ben & Jerry's case analysis, Strategic Leader papers (as scheduled)
6	Thursday 04/01/10	Discussion: Management Development, Reflection on Perceptions Leader Presentations: None Reading: Built to Last – Chapters 8, 9, 10 & 11. Deliverables: Reflection Paper

Academic Honesty and Integrity Statement	The University views academic dishonesty as one of the most serious offenses that a student can commit while in college and imposes appropriate punitive sanctions on violators. Here are some examples of academic dishonesty. While this is not an all-inclusive list, we hope this will help you to understand some of the things instructors look for. The following is excerpted from the University's policy on academic honesty and integrity; the complete policy is available at http://www.osccr.neu.edu/policy.html. Cheating – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise. This may include use of unauthorized aids (notes, texts) or copying from another student's exam, paper, computer disk, etc. Fabrication – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact. Plagiarism – intentionally representing the words or ideas of another as one's own in any academic exercise without providing proper documentation by source by way of a footnote, endnote or inter-textual note. Unauthorized collaboration – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual's. Participation in academically dishonest activities – Examples include stealing an exam, using a pre-written paper through mail order or other services, selling, loaning or otherwise distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts; alternation, theft, forgery, or destruction of the academic work of others. Facilitating academic dishonesty – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

Northeastern University
College *of* Professional Studies

Course	**LDR 6100 Developing Your Leadership Capability (online)** ***Previously known as LDR 3300***
Textbook and Readings	All of our required books and assessments are available through the Northeastern University bookstore or through local or on-line bookstores:

- **Leadership**, a collection of readings in a customized book prepared for this class and available at the Northeastern bookstore. All references in the schedule to the text called "***Leadership***" are drawn from this book ISBN: 978-0-390-86123**.** This book is also available as an e-book. Go to www.ebooks.primisonline.com and select ISBN 0390-848891.

- ***Leadership Practices Inventory (LPI), Self-Assessment*** *(available at the bookstore). ISBN: 978-0-7879-6795-6. Note: the LPI is available online through* www.lpionline.com or a sales representative at Wiley Publishing 800/753-0655. I would recommend that you speak with a sales representative to make sure you get the greatly reduced student rate (more information is available when class begins).

- ***OPTIONAL Leadership Practices Inventory (LPI), Observer.*** *In LDR 6120 you will be completing the "observer assessment" where you can get feedback from your manager, peers, teammates, etc. However you are welcome to complete this now. You will need to order it directly online (since it is optional it will not be carried in the bookstore). The ISBN for the Observer is 0-7879-6727-0.*

- In addition, you will need access to the movie ***Gettysburg***, starring Jeff Daniels (during week 6). A clip of the movie is available in *youtube*. You will also be using a movie of your choice for our class on power and influence during week 3 (I would recommend, ***12 Angry Men***). These movies are available for rent at your local library, video store or onine.

- Additional Readings will be available in our Blackboard account. All references in the schedule to "***BB***" are found there.

If you would like to learn more about Leadership, I would recommend the following books. Please note these books are not required for the class.

- Hickman, Gail Robinson. *Leading Organizations: Perspectives for a New Era*

Course Description

This course starts with the premise that everyone is capable of leadership. Participants will evaluate a series of alternative perspectives of leadership, including contemporary collaborative models. From careful consideration of these perspectives, as well as the course's action learning methods, participants will build a personal model of leadership that they can put to immediate use in their workplace.

Learning Outcomes

During this class, you will have the opportunity to:

1. Define effective leadership and its impact on the organization and business success.
2. Become more insightful in diagnosing those situations in which you can exert effective leadership and recognize how and when you can make leadership a shared phenomenon.
3. Be receptive to paradigms of leadership beyond the dominant heroic model.
4. Become more aware in real time at work of your own and other's assumptions and practices about leadership.
5. Better appreciate your own capabilities and limitations in leadership.
6. Demonstrate progress in narrowing the gap between your espoused theories of leadership and their practice.

Methodology

This course will be taught using a highly interactive format and a great deal of our time will be spent discussing, observing, and analyzing course material. The teaching methods we'll use are as follows:

Reading. For most of our class sessions, book chapters, supplemental readings, and cases will be assigned. Given the participative nature of the course, it is imperative that you read the material closely before you engage in our discussion boards so you can discuss it knowledgably with your peers.

Discussion. Each week you will be asked to participate in an online discussions. These discussions provide you with an opportunity to interact with and learn from your peers. Therefore, every student is expected to contribute to the learning of others in the class (see Class Engagement and Contribution).

Action Learning. It is anticipated that you will not only reflect on the leadership perspectives discussed in this class, but that you will also utilize these learnings in your everyday practice as a leader. It is important that you capture your ACTIONS, and your reflections on these actions, in your journal and supporting paper.

Academic Honesty and Integrity Statement	All students of this class are expected to abide by and respect the Academic Honesty and Integrity Statement which is provided below.
Attendance/ Tardiness/	**Class Engagement and Contribution** Learning about Leadership is a collaborative, interactive process. Therefore, each week students will participate in a discussion board. As always, good "netiquette" is appreciated (guidelines for "netiquette" can be found at the end of this syllabus). **Online Discussion (DUE: Initial response completed by noon, Wednesday of the week it was assigned, Responses to fellow students completed by midnight Saturday of the week it was assigned):** In order to succeed in this class, you will need to log on to the class discussion board ***at least*** twice during the week when the online discussion assignment is made. When you log on, you should read what has been posted by the instructor and participants and then post a substantial response (you will find an example of a substantial response in our class presentation, week 1). Students are expected to: 1. Submit an initial, high quality, substantial response to the assignment by noon Wednesday of the week it was assigned. 2. Review the answers posted by the other students, and respond to the answers of ***at least*** two other students by midnight Saturday of the week it was assigned. 3. Respond to Follow-Up Questions by the instructor, when provided. Not all discussion board entries by the instructor are follow-up questions. You will be able to identify these types of questions by the subject line which will begin "***Follow-Up Question.***" The instructor will monitor the discussion and incorporate your discussion into an online discussion grade. **<u>Grading criteria for Class Engagement and Contribution</u>** Your online contributions are important and comprise 30% of your overall grade. Evaluation in the online participation will be based on: ➢ Your participation in the discussion board. If a student misses two discussion boards, the maximum participation grade is a C (and decreases a half-grade with each absence exceeding 2) ➢ High quality comments. Your ability to raise and answer questions, develop and raise ideas or insights, and build upon the ideas of others – and not simply on the frequency of speaking! Your grade will depend on both the ***quality and consistency*** of your contribution and effort. So, generally, comments that are well-prepared, relevant, and insightful will be of greater value. Here are some guidelines to help you: **"A" range** I actively participate each week, and fully complete the assignment requirements including follow-up questions, when they are posted. I make major, substantive contributions in completing the assignment. ***My contributions further our***

understanding of the issues being explored and integrate theory from the readings. I almost always include real world examples to illustrate or reinforce my point of view. I regularly respond to more than two other student's postings. I leverage others' statements and add to them. I raise interesting questions and go beyond a simple restatement of facts taken from the assignment.

"B" range I actively participate each week and fully complete assignment requirements including the follow-up questions, when they are posted. My responses to the assignment are well organized. I occasionally include real world examples to illustrate or reinforce my point of view. I respond to at least two other student's postings. I comment on what others say, show understanding of the concepts, and add a similar comment. My comments are constructive and show respect for the others involved in the discussion

"C" range I write brief statements in completing the assignment requirements or I write long passages that can be viewed as obscure or rambling. I usually make no more than two comments in my responses to other students. I don't always substantiate my opinions.

"D" range I participate infrequently, adding little value to the discussions. I don't always fully complete the assignment requirements or post to other students.

Please remember that late postings will not receive any points.

A copy of the guidelines for good "netiquette" is attached to this syllabus.

Grading / Evaluation Plan

Your grade in the course will be based on your performance in three areas: a Leadership Analysis, a Learning Journal Report, and Class Engagement and Contribution (see above). The weight of each element is outlined below, and the requirements for each assignment are summarized in the next section of the syllabus.

Assignment/Element	Due Date (by midnight)	Percent
1. Leadership Analysis	1/30/10	30
2. Journal Report	2/17/10	40
3. Class Engagement and Contribution	weekly	30
Total		**100**

Note: All times in this class are eastern standard time (est). Please submit as a 2003 Word document or a PDF file.

Grades will be determined in accordance with Northeastern University grading policies. The grading objective is to certify, at various levels, that students have learned the skills and knowledge required for the course.

Grade appeals. If you believe an error has been made on your grade for an assignment, please bring it to my attention within one week of the date the assignment has been returned to you. When submitting a grade appeal, please first review the assignment instructions and grading criteria, and then summarize the reasons for your concern. Grade appeals must be in writing.

Late Assignments: This is not a self-paced class. Each assignment is due on the date indicated ***- late assignments or postings to the discussion board will not receive any points***. There are no make-up dates or extensions for the assignments except for documented personal emergencies or special permission granted by the instructor in writing. ***Special permission must be requested in writing to the instructor at least two days prior to the due date of the assignment.*** **Note: The APA (American Psychological Association) Style is required for all papers.**

Grading criteria for Leadership Analysis and Learning Journal Report

- ***30% Completion of Requirements Identified for Each Assignment in the Syllabus***
- ***30% Understanding and Integration of Theory***. Demonstrate that you not only understand but can use the conceptual ideas of the course in written discourse. You should also demonstrate that you can translate and weave the conceptual ideas of the course into your own thinking and reasoning, and weave these ideas into your everyday practice.
- ***30% Reflectiveness***. Clearly link the assignment to your own leadership approach and actions. Demonstrate a personal commitment to learn and change your ideas and behavior in light of experience and feedback from others.
- ***10% Writing style***. A paper will receive more weight if it is well-organized (edited) and well-written in terms of syntax and usage.

Assignment Summary

1. Leadership Analysis (DUE Week 3, See page 4 for the specific date)
Submission Instructions: Submit your Leadership Analysis to your instructor through the assignment link found in the Course Materials folder.

The Leadership Analysis should be about ***fifteen double-spaced pages long***, although this is a guideline only. It should include a bibliography of your sources. Use the APA format.

We will be evaluating both academic and personal perspectives of leadership. This project provides you with the opportunity to research a personal perspective of a leader you believe was/is extraordinary.

Select an extraordinary leader that you would like to learn more about. This leader can be from any walk of life (business, the arts, humanities, politics, etc) but may not be a fictional character. Prepare an analysis of this leader that includes the following information and connects to our readings and class learnings:

- ***Key Events (no more than 3 pages of the total 15 pages!)***: A short summary of the key events in this leader's life that may have impacted their approach to leadership. ***Note:*** This is an analysis – not a biography!
- ***Leadership Approach:*** Analyze your leader ***integrating the readings and key learnings from class***. Demonstrate that you not only understand but can use the conceptual ideas of the course in written discourse.

  Areas that you will wish to include in your analysis, but are not limited to:

- How did this person approach their role as a leader? Did this leader demonstrate any of the leadership perspectives we covered in our readings and discussion? Provide examples of their actions. What was the impact of these actions?

- How did this leader set the mission of their organization, actualize goals, sustain commitment?

- How did your leader build trusting partnerships that ensure successful collaboration and performance? Was this leader "authentic"? What actions support your position?

➢ ***Competencies:*** Using the COP model identify and discuss this leader's strengths and weaknesses, their passions, and their organization's critical competencies. Remember you must fully explain the model before you apply it to your leader!

➢ ***Principles and Values:*** What were the leader's espoused principles and values that framed their approach as a leader. How did they put these principles/values into action? Were their actions different than their espoused principles and values? How did these values and principles impact their company's culture? Was there a link between their values and principles and company results (financial, retention, other?

➢ ***Response to Challenges:*** Did the leader face significant challenges? How did they react to these challenges? What did these actions say about their leadership ability?

➢ ***Results:*** What significant results were they able to achieve (you may wish to validate these results from sources other than the biography). How did their approach to leadership contribute to their results?

➢ ***Personal Perspective:*** Why did you believe this leader was extraordinary? After researching this leader do you still believe they were an extraordinary leader? Why or why not?

➢ ***Follow-up:*** Clearly discuss how each element of this analysis ties to your personal leadership and actions. How does this impact your view of leadership? What will you do differently as a leader based on what you learned?

➢ ***Reminder: Make sure you leverage the models and readings used in the class when discussing your leader! Fully cite and explain the model, and then apply it to their leadership.***

2. Journal and Report (DUE: Journal Should Be Completed Weekly, Report Due Week 6, See page 4 for the specific date). ***Submission Instructions:*** Submit your Journal Report to your instructor through the assignment link found in the Course Materials folder. NOTE: YOU DO NOT HAND IN THE WEEKLY JOURNAL ENTRIES BUT HAND IN A REPORT BASED ON YOUR JOURNAL (see more detail below).

Leadership Learning Journal: Journalizing is a critical part of becoming self-aware and developing effective leadership capability. Keeping a journal can help you integrate learning

from your reading and class discussions. It will help you better understand your leadership experiments and interventions in your action learning, and become aware of patterns in your own and others' behavior.

ACTION LEARNING: Each week you will be assigned a reflective exercise to help you learn more about yourself, as a leader. Include your learnings in your journal. It is anticipated that you will not only reflect on the leadership perspectives in this class, but that you will also utilize these learnings in your everyday practice as a leader. ***It is important that you capture your actions, and your reflections on these actions, in your journal and supporting paper (note the grading elements below).*** *This journal, which will include the weekly assignments and reflections of your action learning, is for your personal use and is* ***not*** *handed in. It is, however, the basis for your Learning Journal Report. You will not be successful in completing your Learning Journal Report if you do not complete your weekly journal.*

Learning Journal Report: Using your Leadership Learning Journal (including your action learning) and knowledge gleaned from all the readings up through and including the week 5, express in a report of approximately ten pages how you might be changing your leadership behavior. In preparing your report, you will wish to include the following:

- What specific ideas about leadership did you arrive with and how have some of these ideas been transformed? Which ideas have been strengthened by the readings?

- Which readings are having a particular impact on you and why? How did the key questions and journal reflections change your ideas and behavior? Demonstrate that you have really worked with and applied the authors' ideas.

- Action Learning: How did you change as a leader (use all elements of the COP model in your discussion, explain what skills you have developed through this class and your application of it's concepts). What did you do differently as you learned about your leadership? Capture the actions you took, and your reflections on these actions, in your journal and supporting paper. Discuss any experiments you have tried at work and whether or not you have been effective. Identify how you would approach the situation differently with the benefit of hindsight.

- ***Reminder:*** Make sure you leverage the models and readings used in the class when discussing your growth as a leader! Fully cite and explain the model, and then apply it to your leadership practices.

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  - *Facilitating academic dishonesty* – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

Guidelines for Good "Netiquette" [1]

1. Focus on one subject per message and use pertinent subject titles
2. Capitalize word only to highlight a point or for titles – capitalizing otherwise is generally viewed as SHOUTING.
3. Be professional and careful with your online interactions.
4. Cite all quotes, references and sources.
5. Be concise and to the point.
6. In online learning, it is considered extremely rude to forward someone else's message without their permission.
7. It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism. Feel free to use emoticons such as (-: to let others know that you're being humorous.

[1] Adapted from Arlene H. Rinaldi's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994

CLASS OUTLINE

TOPIC	READINGS (TO BE COMPLETED PRIOR TO CLASS)	TOPICS / WEEKLY ASSIGNMENTS (SEE WEEKLY COURSE MATERIALS FOLDER FOR MORE DETAILS)
WEEK 1 **Leading Organizations in a New Era/ Great Leaders Make a Great Difference** **1/11**	➢ ***Leadership:*** *Great Leaders Make a Great Difference* ➢ ***BB:*** *The Five Practices of Exemplary Leadership* ➢ ***BB:*** *The Tenets of Leaderful Practice* ➢ ***BB:*** *Leadership Legacy (Optional)* ➢ ***Classical Leadership***, *http://www.infed.org/leadership/traditional_leadership.htm*	✓ Course Overview ✓ The Impact of Talent / Great Leaders ✓ Employee Engagement ✓ Defining Leadership ✓ Models of Leadership ✓ The Leaderful Model ✓ ✓ *Leadership Learning Journal:* (see Assignment folder within weekly Course Materials folder for details) Characteristics of Effective Leaders.
WEEK 2 **The Skills of Effective Leaders** **1/18**	➢ ***Leadership:****Self-Knowledge: The First Step to Leadership* ➢ ***Leadership:*** *Stop Managing, Start Leading* ➢ ***Leadership:*** *Leaders Must Fit Their Organization* ➢ ***Leadership:*** *Fatal Flaws Must Be Fixed* ➢ ***Leadership:*** *Becoming a Resonant Leader* ➢ ***BB:*** *What Makes a Great Leader? (Optional)*	✓ Skills of Effective Leaders / COP Model ✓ Emotional Intelligence and Self-Assessment ✓ *Leadership Learning Journal:* COP, Emotional Intelligence self-assessment & leadership development plan
WEEK 3 **Power & Influence** **1/25**	➢ ***Leadership:*** *The Necessity of Power: You Can't Manage Without It* ➢ ***Leadership:*** *Power Dynamics in Organizations* ➢ ***Leadership:*** *Leadership as an Influence Process*	✓ Personal and Positional Power ✓ Influence Strategies ✓ Your Role in the Power/Influence Dynamic ✓ *Video:* Your Choice, see assignment folder for details ✓ *Leadership Learning Journal:* Power or Influence assessment ***Leadership Analysis DUE via Assignment link.***

CLASS OUTLINE

TOPIC	READINGS** (TO BE COMPLETED PRIOR TO CLASS)	TOPICS / WEEKLY ASSIGNMENTS* (SEE WEEKLY COURSE MATERIALS FOLDER FOR MORE DETAILS)
WEEK 4 **Value-Based Leadership** **2/1**	➢ ***Leadership:*** *The Role of Values* ➢ ***Leadership:*** *Values in Leadership* ➢ ***Leadership:*** *Make your Values Mean Something* ➢ ***Leadership:*** *Making Differences Matter*	✓ The Compassionate Leader ✓ Values-Based Leadership ✓ *Leadership Learning Journal:* Values feedback
WEEK 5 **The Power of Vision** **2/8**	➢ ***Leadership:*** *Charismatic and Transformational Leadership* ➢ ***Leadership:*** *The Importance of Vision* ➢ ***Leadership:*** *Finding Meaning in the Organization* ➢ ***Leadership:*** *Developing the Leadership Message* ➢ ***Leadership:*** *Leader as Storyteller*	✓ Leadership Behaviors of Charismatic Leaders ✓ Ethical and Unethical Charismatic Leadership ✓ Transformational Leadership ✓ Transactional Leadership ✓ Vision ✓ Inspiring Others ✓ Communicating Your Vision ✓ *Leadership Learning Journal:* Leadership learnings from tough times
WEEK 6 **Motivation and Performance** **2/15**	➢ ***BB:*** *Situational Leadership* ➢ ***Leadership:*** Work of Leadership ➢ ***Leadership:*** Beware the Busy Manager ➢ ***Leadership:*** Level 5 Leadership: The Triumph of Humility and Fierce Resolve	✓ Understanding Your Style ✓ Situational Leadership ✓ Key Activities for Building High Productivity ✓ Maslow Updated ✓ *Video: Gettysburg with Jeff Daniels* ✓ *Leadership Learning Journal:* Situational Leadership & Revisiting Characteristics of Effective Leaders ***Journal Report DUE via Assignment link***

Northeastern University

College of Professional Studies

Course Number/Title: MIS6080.81240.201235 – Network Security Concepts 12-week term

Required Textbook(s)/Software:

1. **Network Security Essentials Applications and Standards, 4/E,** Williams Stallings Prentice Hall, **4th Edition,** ISBN-10: 0136108059 ISBN-13: 9780136108054

2. **Computer Security Handbook 5/E**, Seymour Bosworth, Michel E. Kabay, Wiley **5th Edition,** (two volumes) **- ISBN: 978-0-471-71652-5**

Course Prerequisites

Students should have a basic understanding of authentication, firewall configuration and rule sets, as well as load balancing, wireless access, web security issues, and network intrusion detection concepts.

Course Description

This course focuses on security concepts, issues, terms and definitions, as well as the strategic value of being secured. Key topics include planning for network security, security and network protocols, end-user and administrator training, and securing existing networks. Addresses management issues related to network security, including the ethical considerations that arise from decisions regarding access, reporting, monitoring, and use.

Course Outcomes

Students will have the opportunity to be conversant and knowledgeable about technical methods in securing networks and its changing character, how network security is conceptualized and designed. Student's will also have the opportunity to develop their analytical thinking to compare and contrast past and present network security events through assigned readings, discussions, examinations, and instructor feedback.

Students will have the opportunity to be conversant and knowledgeable in identifying and correcting weaknesses in the physical infrastructure and architecture affecting security of information and information systems.

Students will have the opportunity to be conversant and knowledgeable in securing local and wide area networks, web sites, ecommerce exchanges, and financial systems.

Students will have the opportunity to be conversant and knowledgeable in authentication mechanisms, encryption technologies, and malicious software and their protective equivalents.

Course Methodology

This course will be administered via the Northeastern University "BlackBoard" website and is divided into three main sections, each divided into weekly "Learning Modules", as described below:

- **Part 1 – Cryptography**
  - Survey of cryptographic algorithms and protocols
  - Encryption
  - Hash Functions
  - Digital Signatures
  - Key Exchange
- **Part 2 – Network Security Applications**
  - Important Network Security Tools and Applications
  - Kerberos
  - X.509v3 certificates
  - PGP
  - S/MIME
  - IP Security
  - SSL/TLS
  - SET
  - SNMPv3
- **Part 3 – System Security**
  - System Level Security Issues
  - Threat of and countermeasures for intruders and viruses
  - The use of firewalls and trusted systems

For each learning module, you will be expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Review all lecture materials for the week.
4. Participate in the Discussion Topics as assigned.
5. Complete and submit all papers and assignments by their due dates.

Participation/Discussion Board

Topics will be posted on BlackBoard for each learning module and involvement monitored by the instructor on a daily basis. Submission of topics for discussion by the student is greatly encouraged.

Communication/Submission of Work

In the Assignments folder, click on the View/Complete Assignment link to view each assignment. Attach your completed assignments here and click Submit to turn them in to me. Once your

assignment has been graded, you will be able to view the grade and feedback I have provided by clicking on Tools, View Grades from the Northeastern Online Campus tab.

Grading/Evaluation Standards

You will be graded based upon three written essays, responses to discussion topics and other written assignments. There will be an essay required at the end of the second learning module within each of the three parts of the course. The first two will be 4 to 6 pages in length and will each account for 25% of the final grade. The final essay will be 6 to 8 pages in length and will represent 30% of the final grade. The remaining 20% of the final grade will come from responses to the discussion topics and other brief assignments assigned by the instructor.

Schedule / Topical Outline

Week	Dates	Topic	Assignments
1	4/9 – 4/15	Introduction/Networking Basics	Chapter 1 - Network Security Essentials
2	4/16 – 4/22	Symmetric Encryption and Message Confidentiality	Chapter 2 – Network Security Essentials
3	4/23 – 4/29	Public Key Cryptography and Message Authentication	Chapter 3 - Network Security Essentials
4	4/30 – 5/6	Key Distribution and User Authentication	Chapter 4 - Network Security Essentials
5	5/7 – 5/13	Transport-Level Security	Chapter 5 - Network Security Essentials
6	5/14 – 5/20	Wireless Network Security	Chapter 6 - Network Security Essentials
7	5/21 – 5/27	Electronic Mail Security	Chapter 7 – Network Security Essentials
8	5/28 – 6/3	IP Security	Chapter 8 - Network Security Essentials
9	6/4 – 6/10	Intruders	Chapter 9 - Network Security Essentials
10	6/11 – 6/17	Malicious Software	Chapter 10 - Network Security Essentials
11	6/18 – 6/24	Firewalls	Chapter 11 - Network Security Essentials
12	6/25 – 6/30	Network Management Security/ Legal and Ethical Aspects	Chapters 12 and 13 – Network Security Essentials

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Northeastern Online Policies and Procedures

For comprehensive information please go to http://www.spcs.neu.edu/online/

Northeastern Online Copyright Statement

Northeastern University

College of Professional Studies

Course Number & Title: MIS6082 – Network Protection – CRN: 20837

Required Textbook(s)/Software:

1. **Network Security Essentials Applications and Standards, 4/E,**
   Williams Stallings Prentice Hall, **4th Edition,** ISBN-10: 0136108059
   ISBN-13: 9780136108054

2. **Computer Security Handbook 5/E**, Seymour Bosworth, Michel E. Kabay, Wiley **5th Edition,** (two volumes) **- ISBN: 978-0-471-71652-5**

Course Prerequisites

Students should have a basic understanding of authentication, firewall configuration and rule sets, as well as load balancing, wireless access, web security issues, and network intrusion detection concepts.

Course Description

Examines the technical methods used to ensure that information using wired and wireless media reaches only those for whom it was intended. This course covers the technical tools to protect information from external compromise. It also explores load balancing, wireless access, Web security issues, and network intrusion detection. Offers students an opportunity to develop a detailed understanding of authentication, firewall configuration, and rule sets and to learn to address and prevent security issues related to intranets, extranets, enterprise networks, and the Internet.

Course Outcomes

Students will have the opportunity to be conversant and knowledgeable about technical methods in securing networks and its changing character, how network security is conceptualized and designed. Student's will also have the opportunity to develop their analytical thinking to compare and contrast past and present network security events through assigned readings, discussions, examinations, and instructor feedback.

Students will have the opportunity to be conversant and knowledgeable in identifying and correcting weaknesses in the physical infrastructure and architecture affecting security of information and information systems.

Students will have the opportunity to be conversant and knowledgeable in securing local and wide area networks, web sites, ecommerce exchanges, and financial systems.

Students will have the opportunity to be conversant and knowledgeable in authentication mechanisms, encryption technologies, and malicious software and their protective equivalents.

Course Methodology

This course will be administered via the Northeastern University "BlachBoard" website and is divided into three main sections, each divided into weekly "Learning Modules", as described below:

- Part 1 – Cryptography
  - Survey of cryptographic algorithms and protocols
  - Encryption
  - Hash Functions
  - Digital Signatures
  - Key Exchange
- Part 2 – Network Security Applications
  - Important Network Security Tools and Applications
  - Kerberos
  - X.509v3 certificates
  - PGP
  - S/MIME
  - IP Security
  - SSL/TLS
  - SET
  - SNMPv3
- Part 3 – System Security
  - System Level Security Issues
  - Threat of and countermeasures for intruders and viruses
  - The use of firewalls and trusted systems

For each learning module, you will be expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Review all lecture materials for the week.
4. Participate in the Discussion Topics as assigned.
5. Complete and submit all papers and assignments by their due dates.

Participation/Discussion Board

Topics will be posted on BlackBoard for each learning module and involvement monitored by the instructor on a daily basis. Submission of topics for discussion by the student is greatly encouraged.

Communication/Submission of Work

In the Assignments folder, click on the View/Complete Assignment link to view each assignment. Attach your completed assignments here and click Submit to turn them in to me. Once your assignment has been graded, you will be able to view the grade and feedback I have provided by clicking on Tools, View Grades from the Northeastern Online Campus tab.

Grading/Evaluation Standards

You will be graded based upon three written essays, responses to discussion topics and other written assignments. There will be an essay required at the end of the second learning module within each of the three parts of the course. The first two will be 4 to 6 pages in length and will each account for 25% of the final grade. The final essay will be 6 to 8 pages in length and will represent 30% of the final grade. The remaining 20% of the final grade will come from responses to the discussion topics and other brief assignments assigned by the instructor.

Schedule / Topical Outline

Week	Dates	Topic	Assignments
1	1/9 – 1/15	Introduction/Networking Basics	Chapter 1 - Network Security Essentials
2	1/16 – 1/22	Symmetric Encryption and Message Confidentiality	Chapter 2 – Network Security Essentials
3	1/23 – 1/29	Public Key Cryptography and Message Authentication	Chapter 3 - Network Security Essentials
4	1/30 – 2/5	Key Distribution and User Authentication	Chapter 4 - Network Security Essentials
5	2/6 – 2/12	Transport-Level Security	Chapter 5 - Network Security Essentials
6	2/13 – 2/19	Wireless Network Security	Chapter 6 - Network Security Essentials
7	2/20 – 2/26	Electronic Mail Security	Chapter 7 – Network Security Essentials
8	2/27 – 3/4	IP Security	Chapter 8 - Network Security Essentials
9	3/5 – 3/11	Intruders	Chapter 9 - Network Security Essentials
10	3/12 – 3/18	Malicious Software	Chapter 10 - Network Security Essentials
11	3/19 – 3/25	Firewalls	Chapter 11 - Network Security Essentials
12	3/26 – 3/31	Network Management Security/ Legal and Ethical Aspects	Chapter 12 – Network Security Essentials

Academic Honesty and Integrity Statement

The University views academic dishonesty as one of the most serious offenses that a student can commit while in college and imposes appropriate punitive sanctions on violators. Here are some examples of academic dishonesty. While this is not an all-inclusive list, we hope this will help you to understand some of the things instructors look for. The following is excerpted from the University's policy on academic honesty and integrity; the complete policy is available at http://www.spcs.neu.edu/

- *Cheating* – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise. This may include use of unauthorized aids (notes, texts) or copying from another student's exam, paper, computer disk, etc.
- *Fabrication* – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.
- *Plagiarism* – intentionally representing the words or ideas of another as one's own in any academic exercise without providing proper documentation by source by way of a footnote, endnote or intertextual note.
- *Unauthorized collaboration* – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual's.
- *Participation in academically dishonest activities* – Examples include stealing an exam, using a pre-written paper through mail order or other services, selling, loaning or otherwise distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts; alternation, theft, forgery, or destruction of the academic work of others.
- *Facilitating academic dishonesty* – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

Northeastern Online Policies and Procedures

For comprehensive information please go to http://www.spcs.neu.edu/online/

Northeastern Online Copyright Statement

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PJM 5900 Foundations of Project Management, Section 01; CRN 81196 BOS-1-BL Term: Spring 2014, Full-Term Session, 12 Weeks.

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Welcome to PJM 5900 – Foundations of Project Management. This is a blended format class. Our class meets on Monday at 5:50PM at NEU's Boston Campus. Class materials and required online work are available Online at NUOnline. You can access this course at http://nuonline.neu.edu/ by clicking on the course link under the "My Courses" tab.

Note: Courses you are enrolled in will not show up in CPS Blackboard until the start date of the term.

For computer access, the NEU library can be used 7 days a week: http://www.lib.neu.edu/

RequiredTextbook(s)/Materials

Please note that there are two (2) textbooks required for this class - A Guide to the Project Management Body of Knowledge (PMBOK® Guide) and Kathy Schwalbe's Project Management. We will not cover all sections of these books in PJM 5900, but if you continue with other Project Management classes, you will use PMBOK® Guide again.

1. A Guide to the Project Management Body of Knowledge, 5th edition. Project Management Institute.
2. An Introduction to Project Management, 4th Edition), Kathy Schwalbe, Kathy Schwalbe LLC.
3. We will be using either version Project 2007 or 2010 in class. You will receive extensive MsProject Reference Guides and tutorials in class.
4. Note: The PMBOK® Guide is available in a variety of formats including the hard-copy version above and a CD version. Access to an electronic version of the PMBOK® Guide is also included as a Project Management Institute "member benefit."

Software&RelatedEquipment

- **Blackboard Collaborate** – this free software allows us to have text chats, audio chats (if you have a headset), share a whiteboard and most importantly, share our screens so I can offer you help with your assignments. You can download this free from the Tools link on the left column at our Blackboard course site.
- **A headset** (headphones plus microphone) will allow you to speak with me using Blackboard IM. I highly recommend that you get this hardware. The Logitech ClearChat Comfort USB Headset, the Plantronics Audio 470 or 500, or comparable brands/models, are recommended. Headsets can be purchased from online vendors such as amazon.com, bestbuy.com, or newegg.com for about $30.

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- **Microsoft Project 2007 or 2010** – There is no recent version available for the Mac, but you may use one of the campus computers or a virtual workstation which provides access to MsProject. Visit myneu.neu.edu and select the MyApps Link. Windows users may also select Services and Links then follow the link to Free and Discounted software to purchase it at a deep discount from NEU. This software may also be used in a Windows environment on the Mac.

CoursePrerequisites

There are no prerequisites for this course.

CourseDescription

This course is strongly recommended for those students with little or no formal project management. Participants will have the opportunity to examine the differences between general and project management responsibilities. They will be introduced to A Guide to the Project Management Body of Knowledge (PMBOK® Guide) which provides a structured approach to understanding project processes and basic skills and knowledge areas needed to manage projects. The course will provided a structured approach to managing any size project through a complete project life cycle.
This course also includes an introduction to MS Project which is one of the most utilized project management software tools. Participants will have an opportunity to view online demonstrations and work with hands-on exercises to help apply this software tool to each phase of the project life cycle, using case studies that represent a broad spectrum of applications.

LearningOutcomes

During the course, students will have the opportunity to:

1. Distinguish between general management and project management
2. Describe the relationship between project, program and portfolio management
3. Use the process charts and framework within the Guide to the Project Management Body of Knowledge to learn about project management processes and knowledge areas
4. Using a sample project, apply best practices for managing a project through the five process groups and the entire lifecycle of the project. This will include:
   a. Create project objectives and identify stakeholders
   b. Demonstrate how to integrate all aspects of project planning including scope planning, creation of a WBS, activity definition and scheduling and resource and cost planning
   c. Set a project baseline and use it to monitor and control the project during execution
   d. Ensure that a project follows all closing processes
5. Use MS Project to create a project and then use it to manage the project through all of the processes presented in this course; this includes selecting the most appropriate views at each point in the lifecycle.

In pursuing these objectives, students will:

- Read from the textbooks and listen to multimedia lectures
- Review case studies
- Apply course concepts to create a tactical project evaluation plan and report on the results
- Apply course concepts to create three project performance reports

CourseMethodology Each week begins on Monday and ends on Sunday, except for the final week which officially ends on Saturday. Each week you will be expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Attend the weekly class at NEU's Boston campus
4. Participate in Class Exercises
5. Complete and submit the Individual Lab Assignment Online

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6. Participate in Discussion Board Online
7. Complete a written assignment (every other week)
8. For weeks 6 and 12, take an online multiple choice exam.

Please note that written work needs to be clear, comprehensible, and competently produced as noted below.

ClassSchedule/TopicalOutline

Week	Dates	Topic	Reading	Assignments	Discussion Board
1	4/6 4/12	Introduction to Project Management	PMBOK® Guide Chapter 1 Schwalbe Chapter 1	Lab Assignment 1 Week 1 Reference Guide Demo: Exploring MSProject Files	Introduce yourself Discussion 1
2	4/13 4/19	Project Life Cycles	PMBOK® Guide Chapter 2 Schwalbe - Chapter 2.	Lab Assignment 2 Written Assignment 1	Discussion 1 Comments
3	4/20 4/26	Initiating	PMBOK® Guide Chapter 3 Schwalbe Chapter 3	Lab Assignment 3	Discussion 2
4	4/27 5/3	Project Management Framework	PMBOK® Guide Chapter 3 Completed Schwalbe Chapter 3 completed	Lab Assignment 4 Written Assignment 2 Week 4 Reference Guide Demo: Analyzing the Triple Constraint	Discussion 2 Comments
5	5/4 5/10	Scope Planning	PMBOK® Guide Chapter 5 Schwalbe Chapter 4	Lab Assignment 5 Week 5 Reference Guide Demo: Creating a WBS	Discussion 3
6	5/11 5/17	Adding Activities & Durations to the Project Plan	PMBOK® Guide Chapter 6 Schwalbe Chapter 4 continued.	Lab Assignment 6 Written Assignment 3 Week 6 Reference Guide Demo: Adding Tasks & Durations Mid-Term Exam	Discussion 3 Comments

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7	5/18 5/24	Scheduling Tasks	PMBOK® Guide Chapter 6 completed Schwalbe Chapter 4 completed	Lab Assignment 7 Week 7 Reference Guide Demo: Scheduling Tasks	Discussion 4
8	5/25 5/31	Resource & Cost Planning	PMBOK® Guide Chapter 7 Schwalbe Chapter 5	Lab Assignment 8 Written Assignment 4 Week 8 Reference Guide Demo: Planning Resources & Costs	Discussion 4 Comments
9	6/1 6/7	Project Planning Integration	PMBOK® Guide Chapter 7 completed Schwalbe Chapter 5 completed	Lab Assignment 9 Week 9 Reference Guide Demo: Resource Allocations & Base Lining	Discussion 5
10	6/8 6/14	Project Execution	PMBOK® Guide No assignment Schwalbe Chapter 6	Lab Assignment 10 Written Assignment 5 Week 10 Reference Guide Demo: Entering Task Progress	Discussion 5 Comments
11	6/15 6/21	Project Monitoring & Controlling	PMBOK® Guide Review Chapter 4, sections 4.4 - 4.4.3 Schwalbe Chapter 7	Lab Assignment 11 Week 11 Reference Guide Demo: Tracking Project Variance	Discussion 6
12	6/22 6/28	Project Closure	PMBOK® Guide Review Chapter 4, Sections 4.6 - 4.6.3 Schwalbe Chapter 8	Lab Assignment 12 Week 12 Reference Guide Demo: Project Reporting	Discussion 6 Comments
		Final Exam Review		Final Exam	

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Grading/EvaluationStandards

Your grade will be weighted as follows:

Evaluation Measures	
Blackboard Discussions	25%
Lab Assignments	25%
Written Assignments	25%
Exams	25%

Grading/Evaluation Standards

Points per Assignment

The table below shows the maximum number of points you can earn for each of your assignments:

Week	Discussion Board	Lab Assignment	Written Assignment	Exam	Total
1	5	10		0	15
2		10	10		20
3	5	10			15
4		10	10		20
5	5	10			15
6		10	10	50	70
7	5	10			15
8		10	10		20
9	5	10			15
10		10	10		20
11	5	10			15
12		10		50	60
Total	30	120	50	100	300

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GradingRubric

Conversion of weighted and rounded numerical to letter grades will be as follows:

Letter Grade	Low	High	Assignment Score
A	94	100	282 – 300
A-	90	93	270 – 281
B+	87	89	261 – 269
B	84	86	252 – 260
B-	80	83	240 – 251
C+	76	79	228 – 239
C	73	75	219 – 227
C-	70	72	210 – 218
F	0	69	0 – 210

The instructor reserves the right to scale grades as needed.

Attendance Standards
As the weekly class session is a vital part of the learning experience for PJM 5900, all students are expected to attend every week, be on time for the start of class, fully participate (communication, in many forms, is a critical skill for a project manager), and stay until the end of class.

However, in the event of extraordinary, legitimate and unavoidable situations, students may be excused for lateness or absence. Extraordinary, legitimate and unavoidable situations include personal illness, urgent family business, and religious requirements. If at all possible, students should let me know by e-mail about the excused absence or lateness before class (but, in any case, should communicate with me about the excused absence or lateness).

- Students with unexcused late arrivals or early departure will be penalized 1 point per instance
- Students who are absent from class will be penalized 5 points for the first absence.
- Students with more than 1 unexcused absence will receive a failing grade for the course.

Discussion Board Standards

1) Primary posts are due not later than (NLT) than **Wednesday** midnight to the Discussion Board to allow other students time to read and respond to your posts.
2) Secondary responses are due NLT than **Sunday** midnight of the same week.
3) You may score a total of 5 points for each DB but your grade will be reduced as follows if your postings are late:
   - Primary response not in time (- 2.5 pts)
   - Secondary responses not in time (-2.5 pts)
4) Assuming all posts are on time – then points are awarded as follows:

   Primary Post (There must be at least one primary post to one of the topics)
   Total possible score = 2.5 pts.
   - Response directly relates to the question and is well formed; e.g., bullets or headings are used if needed to make the content more understandable & accessible (1 pts)
   - Response is thorough – gives specifics or details –fully answers the question (1 pts)

- Response contains no inaccuracies (.5 pts)
  This refers only to information that has been covered in the course

Secondary Post (There must be at least two secondary posts to any of the topics)
Total possible score = 2.5 pts.

- Participation on multiple dates (.5 pt)
  i.e., at least two secondary posts are completed on a later date than primary posts
- Response does not need to be as thorough as a primary post, but responses must be substantial. That is, they must contribute to the discussion in a meaningful way. Responses that do no more than agree with the original post or restate the original post in different terms will not count – there must be a new idea – with some specifics and/or examples (2 pts)

The focus of the discussion boards should be clear and concise communication and quality over quantity. Verbose, rambling postings or postings that fail to clearly make a point will be marked down.

NOTE: I regularly monitor the "Performance Dashboard" in Blackboard to determine how active students are in accessing the material. I reserve the right to deduct points from both the "discussion board" and the "attendance" scores if I determine that you are not regularly reviewing the postings on the board.

Assignment Standards
I want to make sure you know exactly what I expect with each assignment so I've listed the four factors I use for your assignments and the importance (weight) I attach to each:

- **Accuracy** – does the work accurately reflect the information presented in the course? (30%)
- **Completeness** – does the work include all of the information requested in the assignment? (30%)
- **Relevance** – does the work include only information directly related to the assignment; extraneous information added just to fill the space will reduce your grade (30%)
- **Communication** – Is the writing (all assignments are written) clear, comprehensible and competently produced? (10%) – see the Writing Quality Standards below for more information

Writing Quality Standards

Scoring Level	Grammar, Mechanics, Usage	Clarity and Coherence
High level of Proficiency	While there may be **minor** errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the written assignment.	Sentences are structured and words are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer's points easy to follow.
Moderate Proficiency – half grade level reduction (5%)	**Frequent** errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions **distract** the reader, but the reader is able to completely understand what the writer meant. Writing does not consistently follow appropriate style and/or format.	Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.
Minimal Proficiency – full	Writing contains **numerous** errors in spelling, grammar, and/or sentence structure which **interfere**	Sentence structure, word choice, lack of transitions and/or sequencing of ideas

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grade level reduction (10%)	**with comprehension**. The reader is unable to understand some of the intended meaning. Style and/or format are inappropriate for the assignment.	make reading and understanding difficult.

Please use APA Sixth Edition format for references.

If you need help to improve your written communication, the following free resources are available:

- **Smarthinking** (available free in Tool section of Blackboard) – this allows students to submit **personal written material in any subject** and have it reviewed by an e-instructor within a 24-hour window (in most cases).
- The Purdue Online Writing Lab (http://owl.english.purdue.edu/owl/) provides free writing resources – with help in grammar, sentence structure and general writing skills

Communication/SubmissionofWork

In the Assignments folder, for assignments with the Blackboard assignment symbol you will click on the View/ Complete Assignment link to view the assignment information.

For other assignments with the TurnItIn symbol, attach your completed assignments here and click Submit. Once your assignment has been graded, you will be able to view the grade and feedback provided by clicking on Tools, View Grades from the Northeastern University Online Campus tab.

Be sure to check the link to the URL for the demonstration of how to view feedback in TurnItIn assignments. It will not be listed in MyGrades.

LateSubmissionofWork

Lateresponseswithnopreviousarrangementsforallassignmentswillbepenalizedby10%foreachdayor portionofa daythattheassignmentislate,unlesspreviousarrangementshavebeenmade.

As stated in the Student Handbook (http://www.cps.neu.edu/student-resources/), you must notify me and obtain my acceptance if you are unable to complete any assignment by the published submission deadline. **I will gladly grant extensionsforassignmentsaslongastherequestismadebye-mailatleast24hoursbeforetheduedate. The request mustincludethedateandtimewhenyouintendtosubmit.** You don't need to offer any reason for your request – you just need to show that you are planning ahead. **However, no late submissions or extensions are available for the last week of class or for any Discussion Board participation.**

NOTE: The Student Handbook is currently undergoing revision. The version shown at the link for the 2008 – 2009 year is the version in use.

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AcademicHonestyandIntegrityStatement

The University views academic dishonesty as one of the most serious offenses that a student can commit while in college (as do I) and imposes appropriate punitive sanctions on violators. Here are some examples of academic dishonesty. While this is not an all-inclusive list, I hope this will help you to understand some of the things instructors look for. The following is excerpted from the University's policy on academic honesty and integrity; the complete policy is available at: http://www.northeastern.edu/osccr/academicintegrity/index.html

- *Cheating* – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise. This may include use of unauthorized aids (notes, texts) or copying from another student's exam, paper, computer disk, etc.

- *Fabrication* – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.

- *Plagiarism* – intentionally representing the words or ideas of another as one's own in any academic exercise without providing proper documentation by source by way of a footnote, endnote or inter-textual note.

- *Unauthorized collaboration* – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual's.

- *Participation in academically dishonest activities* – Examples include stealing an exam, using a prewritten paper through mail order or other services, selling, loaning or otherwise distributing materials for the purpose of heating, plagiarism, or other academically dishonest acts; alternation, theft, forgery, or destruction of the academic work of others.

- *Facilitating academic dishonesty* – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

24/7NUOnlineTechnicalSupport
Get immediate 24/7 technical support for NU Online by calling 855-836-3520 or email NUOnline@neu.edu.

For answers to common questions you may also visit the NU Online support portal at:
http://smartipantz.perceptis.com/neu/content/default.aspx

MyNEUTechnicalSupport
Please contact the University help desk by calling 617-373-HELP (4357) or email help@neu.edu

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PJM 6000 Section 01 Project Management Practices
Spring 2014 CPS 6-week term

You can access this course at http://nuonline.neu.edu/ by clicking on the course link under the "My Courses" tab.

Note: Courses you are enrolled in will not show up in CPS Blackboard until the start date of the term.

For computer access, the NEU library can be used 7 days a week: http://www.lib.neu.edu/

Required Textbook(s)/Materials

1. A Guide to the Project Management Body of Knowledge, 5th edition. Project Management Institute, 2013. (ISBN: 978-1935589679.)

2. Project Management wMSProject2007 CD and Student CD, 5th Edition Larson, Erik; Gray, Clifford. Publisher: McGraw-Hill Higher Education Copyright year: © 2011

Software & Related Equipment

- **Blackboard Collaborate** – this free software allows us to have text chats, audio chats (if you have a headset), share a whiteboard and most importantly, share our screens so I can offer you help with your assignments. You can download this free from the Course Tools link on the left column at our Blackboard course site.
- **A headset** (headphones plus microphone) will allow you to speak with me using BB Collaborate. The Logitech ClearChat Comfort USB Headset, or the Plantronics Audio 470 or 500, or comparable brands/models, are recommended. Headsets can be purchased from online vendors such as amazon.com, bestbuy.com, or newegg.com for about $30.

- **Adobe Reader 10** or higher – this free software is required to listen to the multimedia lectures. You can download it at www.adobe.com. You will also need speakers attached to your computer or headphones to hear the audio portion.
- **FireFox Browser** – this free software is the best browser for viewing the multimedia lectures through Adobe Reader so I highly recommend that you use this.

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- **MsProject 2007 or higher** – There is no recent version available for the Mac, but you may use one of the campus computers or a virtual workstation which provides access to MsProject. Visit myneu.neu.edu and select the MyApps Link. Windows users may also select Services and Links, then follow the link to Free and Discounted software to purchase it at a deep discount from NEU. This software may also be used in a Windows environment such as Parallels or VMware on the Mac.

Course Prerequisites

- Prerequisite: PJM 5900 or at least at least 2 years of professional experience directing or leading project tasks in a professional setting.
- MsProject experience is helpful, but you will have the opportunity to learn to use this software through weekly online demonstrations and written reference guides. If you are using this software for the first time, you will want to allow extra time, beyond the hours generally expected for a graduate course.

Course Description

This course provides an overview of the project management process with specific emphasis on project definition, identification of project scope, the project life cycle, project planning and project monitoring. Case studies are used to examine best practices and common project management pitfalls. Students will use MsProject as a tool to manage projects through the entire life cycle.

Learning Outcomes

Based on satisfactory participation in this course, a student should be able to:

1. Demonstrate an understanding of basic project management concepts by:
    a. Defining & distinguishing between projects, programs and portfolios
    b. Describing the importance of project management
    c. Using the PMI Project Management framework
    d. Describing the effect of organizational structure on project management
2. Using real world examples of projects, demonstrate an ability to manage the Initiating process group by:
    a. Preparing or working with a business case
    b. Creating or working with a project charter
    c. Conducting a stakeholder analysis
3. Using real world examples of projects, demonstrate an ability to manage the Planning process group by:
    a. Preparing a scope statement
    b. Creating a Work Breakdown Structure
    c. Using top-down and bottom-up processes to estimate project times, costs and resources
    d. Describing the roles and responsibilities of the project team and project manager
    e. Preparing a project schedule in MsProject using dependencies, leads & lags, constraints & deadline markers
    f. Developing or working with a communications plan
4. Using real world examples of projects, demonstrate an ability to manage the Executing and Monitoring & Controlling process groups by:
    a. Measuring project progress
    b. Making cost, time and/or scope adjustments as needed
    c. Describing the Integrated Change Control process
5. Using real world examples of projects, demonstrate an ability to manage the Closing process group by:
    a. Describing administrative project closure tasks
    b. Describing how to conduct a Lessons Learned and how to work with the results of this process

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In pursuing these objectives, students will:

- Read from the textbooks and listen to multimedia lectures
- Review case studies
- Apply course concepts to create a complete project management plan
- Apply progress to the plan and manage variances

Course Methodology

Each week begins on Monday and ends on Sunday, except for the final week which officially ends on Saturday. Beginning on Monday of each week, you will view lecture materials, read more about the lecture topic in your course text and then you will complete evaluation planning and report assignments where you will have a chance to apply what you've learned.

There are no team projects or exams in this course. Instead you will work on a plan for an assigned project. Each week you will submit an updated version of the plan using the tools and methods learned in class that week. You will receive feedback on your progress each week - this helps ensure that students have an opportunity to thoroughly understand all of the information each week so they are less likely to fall behind. By the end of the course you will have had the opportunity to build a complete project plan and to use it as a tool to track progress and variances on a project using MS Project software.

Each week, you will be expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Complete all lecture materials for the week.
4. Participate in the Discussion Board.
5. Complete and submit all assignments by the due dates.

Class Schedule / Topical Outline

Week	Dates	Topic	Reading	Assignments
1	*April 6*	• Introduction to Project Management • Project Initiating	• Pages 3-18, 38-41, 47-51 • GL - Chap 1, 2, 4	**Academic Honesty Contract** ▪ Discussion 1 ▪ Lectures: Project Lifecycles & Project Initiation ▪ Demo: Storing Scope statements in MsProject ▪ Written Assignment 1: Projects in the News ▪ Project Plan Assignment: Scope
2	*April 13*	• Scope Planning • Organizational Structures	• Pages 20-28, 125-132 • GL - Chap 3 & 4	• Discussion 2 • Lectures: Work Breakdown Structures & Preparing for • Resource & Cost Estimation • Demo: Entering & outlining tasks in MsProject • Written Assignment 2: Organizational Chart • Project Plan Assignment: WBS and activities

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3	*April 20*	• Cost & Time Planning	• Pages. 165 – 172; 193-208 • GL - Chap. 5	• Discussion 3 • Lecture: Estimating Cost & Time • Demo: Adding task durations in MsProject • Written Assignment 3: Cost Estimation • Project Plan Assignment: Task durations
4	*April 27*	• Developing the Project Schedule	• Pages 153-160; 172 – 178 • GL - Chap 6	• Discussion 4 • Lecture: Scheduling tasks & Understanding Critical Path • Demo: Creating & viewing the schedule in MsProject • Written Assignment 4: Assessing Your Schedule • Project Plan Assignment: Network diagram & Gantt chart
5	*May 4*	• Resource & Cost Planning	• Pages 160-165 • GL - Chap. 4 & Chap. 8	• Discussion 5 • Lecture: Scheduling Resources & Costs • Demo: Adding & managing resources in MsProject • Written Assignment 5: Resource scheduling • Project Plan Assignment: Resource allocation
6	*May 11*	• Executing and • Monitoring & Controlling • the Project Plan	• Pages. 136-140, 185-192, and • 215-226 • GL - Chap. 13	• Discussion 6 • Lecture: Assessing & Adjusting Project Progress • Demo: Adding progress to tasks & viewing variance • Written Assignment 6: Monitoring & Controlling the Plan in Progress • Project Plan Assignment: Enter project progress; adjust schedule and cost; view variance

- GL refers to the Gray & Larson textbook; PMBOK refers to the PMI Guide to the Project Management Body of Knowledge, 5th Ed. (see the Required Textbook section above for more information.

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Grading/Evaluation Standards

Your grade will be weighted as follows:

Evaluation Measures	
Discussions	20%
Written Assignments	40%
MsProject Assignments	40%

Grading Rubric

The table below shows the maximum number of points you can earn for each of your assignments:

Week	Discussion	Written Assignment	Project Plan	TOTAL
1	10	20	20	50
2	10	20	20	50
3	10	20	20	50
4	10	20	20	50
5	10	20	20	50
6	10	20	20	50
	60	120	120	300

The instructors reserve the right to scale grades as needed.

I will use the following scale to convert your scores to Letter Grades:

Letter Grade	Low	High	Points Earned	This grade is given for:
A	94	100	282 - 300	Excellent, thorough work which demonstrates complete command of the material and **goes above and beyond** the assignment requirements
A-	90	<94	270 - <282	
B+	87	<90	261 - < 270	Good work which meets the assignment requirements and demonstrates an understanding of the concepts
B	84	<87	252 - <261	
B-	80	<84	240 - <252	
C+	76	<80	228 - <240	Average work which meets most assignment requirements and demonstrates an understanding of at least ¾ of the concepts presented
C	73	<76	219 - <228	

C-	70	<73	210 - <219	in the course
F	0	<70	<210	Poor work which doesn't meet at least ¾ of the assignment requirements and demonstrates insufficient evidence of a command of the course concepts

Attendance Standards
As the weekly class session is a vital part of the learning experience for PJM 5900, all students are expected to attend every week, be on time for the start of class, fully participate (communication, in many forms, is a critical skill for a project manager), and stay until the end of class. However, in the event of extraordinary, legitimate and unavoidable situations, students may be excused for lateness or absence. Extraordinary, legitimate and unavoidable situations include personal illness, urgent family business, and religious requirements. If at all possible, students should let me know by e-mail about the excused absence or lateness before class (but, in any case, should communicate with me about the excused absence or lateness).

- ***Students with unexcused late arrivals or early departure will be penalized 1 point per instance***
- ***Students who are absent from class will be penalized 5 points for the first absence.***
- ***Students with more than 1 unexcused absence will receive a failing grade for the course.***

Discussion Board Standards
Primary posts are due NLT than 8:00 pm (Boston time) on Wednesday to allow other students time to read and respond to your posts. Secondary responses are due NLT midnight on Saturday. You may score a total of 10 points for the DB each week. Here is the basis for your grade:

- Primary response not in time (- 5.0 pts)
- Secondary responses not in time (-5.0 pts)
- Assuming all posts are on time – then points are awarded as follows:

Primary Post (There must be at least one primary post to one of the topics)

Total possible score = 5.0 pts.

- Response directly relates to the question and is well formed; e.g., bullets or headings are used if needed to make the content more understandable & accessible (2 pts)
- Response is thorough – gives specifics or details –fully answers the question (2 pts)
- Response contains no inaccuracies (1 pt)
  This refers only to information that has been covered in the course

Secondary Post (There must be at least two secondary posts to any of the topics)

Total possible score = 5.0 pts.

- Participation on multiple dates (1 pt)
  i.e., at least two secondary posts are completed on a later date than primary posts
- Response does not need to be as thorough as a primary post, but responses that do no more than agree with the original post or restate it in different terms will not count – there must be a new idea – with some specifics and/or examples (4 pts)

Assignment Standards
I want to make sure you know exactly what I expect with each assignment so I've listed the four factors I use for your assignments and the importance (weight) I attach to each:

- **Accuracy** – does the work accurately reflect the information presented in the course? (30%)
- **Completeness** – does the work include all of the information requested in the assignment? (30%)
- **Relevance** – does the work include only information directly related to the assignment; extraneous information added just to fill the space will reduce your grade (30%)

- **Communication** – Is the writing (all assignments are written) clear, comprehensible and competently produced? (10%) – see the Writing Quality Standards below for more information

Please note, as described in the Grading Rubric above, assignments which simply meet minimum requirements will receive a "B" grade. To earn an "A", you must strive for excellence. Only thorough responses which consider all aspects of the assignment and go above and beyond the minimum requirements will receive an "A" grade.

Writing Quality Standards

Scoring Level	Grammar, Mechanics, Usage	Clarity and Coherence
High level of Proficiency	While there may be **minor** errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the written assignment.	Sentences are structured and words are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer's points easy to follow.
Moderate Proficiency – half grade level reduction (5%)	**Frequent** errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions **distract** the reader, but the reader is able to completely understand what the writer meant. Writing does not consistently follow appropriate style and/or format.	Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.
Minimal Proficiency – full grade level reduction (10%)	Writing contains **numerous** errors in spelling, grammar, and/or sentence structure which **interfere with comprehension**. The reader is unable to understand some of the intended meaning. Style and/or format are inappropriate for the assignment.	Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.

If you need help to improve your written communication, the following free resources are available:

- **Smarthinking** (available free in Tool section of Blackboard) – this allows students to submit **personal written material in any subject** and have it reviewed by an e-instructor within a 24-hour window (in most cases).

- **The Purdue Online Writing Lab** (http://owl.english.purdue.edu/owl/) provides free writing resources – with help in grammar, sentence structure and general writing skills

- **NEU Writing Center** - To learn more about what the Writing Center has to offer, please see the three options below and, for more details, visit: http://www.northeastern.edu/english/writing-center/
    1. In-person Consulting: Work one-on-one with a consultant, or bring a friend and work as a group. We also accept walk-in appointments; they are available on a first-come, first-served basis if a consultant is available. However, we strongly encourage you to make an appointment in advance.
    2. Email Submissions: If you are unable to come to the Writing Center for an appointment, you might consider submitting your work online. Our web consultants will comment on content development, structure, and organization; they will not mark up your text for grammar, sentence structure, or spelling. If you would like help with your grammar, an in-person appointment is the best option for you. Our web consultants check for submissions M-F, and will respond to your submission within 48 hours.

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3. Mobile Consulting: If you have a pressing deadline, or live far away from campus, consider signing up for our ***new*** mobile consulting option. Like in-person consulting, this is a real-time, 45-minute session with a Writing Consultant. Unlike Email Submissions, which have a 48-hour turn around, you get to speak immediately with a consultant about your work. Simply sign into WCOnline's new remote consulting schedule to make an appointment with one of our dedicated mobile consultants. Want to know more? Visit http://www.northeastern.edu/english/writing-center/mobile-consulting/.

- **ESL Language Co-op tutoring** - is a free service international students are welcome to use. This service allows students to work 1:1 with ESL trained writing specialists. You can sign up for one-hour sessions by emailing: languagecoop@neu.edu and indicating when you would like to make an appointment. All sessions are held in 88 Snell. Starting on May 7, they're moving to an online scheduling system, so students won't email to schedule, but they'll just go to this website (http://neu.mywconline.net/) and make an online appointment.

  International Tutoring Center: Provides high-quality ESL writing instruction and tutoring support. Students can meet with an ESL tutor for 50-minute appointments to work on papers, assignments, TOEFL prep, and research projects. Tutors can assist in reviewing first drafts and provide citation support. (International Tutoring Center

- **Additionally, here is a message from Global Student Services (GSS):**
  GSS is excited to provide linguistic, intercultural, and motivational support for international students enrolled in academic programs, and cross-cultural and curricular ESL support for faculty/staff. You are welcome to connect with our office by emailing globalss@neu.edu or connect with me directly at my contact information below.

Communication/Submission of Work

In the Assignments folder, for assignments with the Blackboard assignment symbol you will click on the **View/Complete Assignment** link to view the assignment information.

For other assignments with the TurnItIn symbol, attach your completed assignments here and click **Submit**. Once your assignment has been graded, you will be able to view the grade and feedback provided by clicking on **Tools, View Grades** from the Northeastern University Online Campus tab.

Be sure to check the link to the URL for the demonstration of how to view feedback in TurnItIn assignments. It will not be listed in MyGrades.

Late Submission of Work

As stated in the Student Handbook at http://www.cps.neu.edu/student-services/student-handbook, you must notify me and obtain my acceptance if you are unable to complete any assignment by the published submission deadline. **I will gladly grant extensions for assignments as long as the request is made by e-mail at least 24 hours before the due date**. **The request must include the date and time when you intend to submit**. You don't need to offer any reason for your request – you just need to show that you are planning ahead. **However, no late submissions or extensions are available for the last week of class or for any Discussion Board participation.**

Late responses with no previous arrangements for all assignments will be penalized by 10% for each day or portion of a day that the assignment is late, unless previous arrangements have been made.

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Academic Honesty and Integrity Statement

Academic Honesty and Integrity Statement
Not only does the University view academic dishonesty as one of the most serious offenses that a student can commit while in college, but, as your instructor, I want you to know that I also take this offense **very** seriously. In addition to abiding by the laws of the university, as a future project manager, you will also need to abide by PMI's Code of Ethics & Professional Conduct (http://www.pmi.org/About-Us/Ethics/Code-of-Ethics.aspx), which includes an honesty section very similar to the academic honesty principles outlined by NEU. PMI's Code states: "As practitioners of project management, we are committed to doing what is right and honorable. We set high standards for ourselves and we aspire to meet these standards in all aspects of our lives." (PMI Code of Ethics and Professional Conduct, Section 1.1) Regarding honesty, this code reminds us that as project practitioners, we are obligated NOT to "engage in or condone behavior that is designed to deceive others…" but to "make commitments and promises, implied or explicit, in good faith". (PMI Code of Ethics and Professional Conduct, Section 5.2 & 5.3)

Please understand that I will not tolerate any instances of academic dishonesty in this course. If I suspect a student of violating our academic policy, I will notify the student and give them a chance to review my concerns. If I am not completely satisfied that there was no violation of the policy, I will refer the student to the Office of Student Conduct & Conflict Resolution (OSCCR) and in most cases, the student will immediately be given a failing grade for the course. Students will not be allowed to repeat an assignment or in any way make up for the violation. There is no excuse for academic dishonesty.

Please make sure that you completely understand what is expected of you. Academic honesty means being truthful at all times in your communications and in your conduct. It also means letting your instructor know if you are aware of any instances of academic dishonesty, even if you were not involved in the dishonest actions. **This policy applies to ALL assignments – draft, final, extra credit, team, individual, etc**. While the following is not an all-inclusive list, I hope this will help you to understand some of the things instructors look for. The following is adapted from the University's policy on academic honesty and integrity; the complete policy is available at
http://www.northeastern.edu/osccr/academicintegrity/index.html

Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise of any type. This may include use of unauthorized aids (notes, texts), or copying from another student's exam, paper, computer disk, etc.

Fabrication – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.

Plagiarism – intentionally representing the words or ideas of another as one's own in any academic exercise without providing proper documentation of the source by way of a footnote, endnote, or inter-textual note. Self-plagiarism (*resubmitting materials from another course or course section as new work)* is also prohibited.

Unauthorized collaboration – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual's alone. Note that if two students turn in the same paper, both students will be punished, regardless of which student did the work.

NOTE: Unauthorized collaboration also includes lending my work to another student. I know that I may help my fellow students by explaining concepts to them or suggesting additional reading, but not by giving them my work, examples of my work, or answers to specific questions or exercises. I won't, for example, lend my papers, discs, computers, flash drives, or any other version of my work to other students. I know that if they copy my work, even without my permission, I will also be charged with academic dishonesty. I know that I'm expected to safeguard my work. (Also see the section on "participation in academically dishonest activities below".)

Participation in academically dishonest activities – Examples include stealing an exam; using a prewritten paper obtained through mail order or other services; selling, loaning or otherwise distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts; alternation, theft (*including the unlawful use of copyright materials*), forgery, or destruction of the academic work of others.

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Facilitating academic dishonesty – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

Withholding information about dishonesty – not notifying your instructor immediately after observing a real or potential act of academic dishonesty. Examples include: (1) seeing other students take an exam together in the library or elsewhere, even if you took the exam by yourself, (2) working with a team member who tells you that the part of the team report they submitted was written by someone not on the team, or (3) hearing a student tell the teacher they couldn't come to class because they were sick when you know this isn't true.

24/7 NU Online Technical Support

Get immediate 24/7 technical support for NU Online by calling 855-836-3520 or email NUOnline@neu.edu.

For answers to common questions you may also visit the NU Online support portal at:
http://smartipantz.perceptis.com/neu/content/default.aspx

MyNEU Technical Support

Please contact the University help desk by calling 617-373-HELP (4357) or email help@neu.edu

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PJM 6005 Project Scope Management
Spring 2014 CPS Quarter, 6-week term (CRN 81588)

You can access the course at http://nuonline.neu.edu/ by clicking on the course link under the "My Courses" tab.

Note: Courses you are enrolled in will not show up in CPS Blackboard until the start date of the term.

For computer access, the NEU library can be used 7 days a week: http://www.lib.neu.edu/

Required Textbook(s)/Materials

1. A Guide to the Project Management Body of Knowledge, 5th edition. Project Management Institute, 2012. (ISBN: 978-1935589679)

2. Project Management – the Managerial Process (with MS Project CD + Student CD), 5th Edition, Clifford Gray and Erik Lawson, 2011. (ISBN: 9780073403342).

3. The Practice Standard for Work Breakdown Structures: (ISBN: 9781933890135)

The last document (the Practice Standard) is available through the Project Management Institute website here: http://www.pmi.org/PMBOK-Guide-and-Standards/Standards-Library-of-PMI-Global-Standards-Projects.aspx. It is a **FREE** download to PMI members (you need to log in to the PMI website first), otherwise it costs approximately $50, depending on which vendor you use to purchase it.

All other required readings (articles and web links) will be provided within the course materials.

Software & Related Equipment

You will find the following items useful throughout your program. For PJM6005, the use of a headset and Pronto are optional (but very useful for live chats). Adobe Reader and MS Project are required.

- **Wimba Pronto** – this free software allows us to have text chats, audio chats (if you have a headset), share a whiteboard and most importantly, share our screens so I can offer you help with your assignments. You can download this free from the Course Tools link on the left column at our Blackboard course site.
- **A headset** (headphones plus microphone) will allow you to speak with me using Wimba Pronto. I highly recommend getting this hardware to go along with Pronto. The Logitech ClearChat Comfort USB Headset, or the Plantronics Audio 470 or 500, or comparable brands/models, are recommended. Headsets can be purchased from online vendors such as amazon.com, bestbuy.com, or newegg.com for about $30.

- **Adobe Reader 9.3 or higher** – this free software is required to listen to the multimedia lectures. You can download it at www.adobe.com. You will also need speakers attached to your computer or headphones to hear the audio portion.

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- **Microsoft Project 2007, 2010 or 2013** – There is no recent version available for the Mac, but you may use one of the campus computers that provides access to MSProject.

Course Prerequisites

a) Courses: PJM6000. Please *complete* PJM6000 before registering for PJM6005 (do not take these two classes simultaneously.)

b) Student Competencies:

- Microsoft Word and Microsoft Power Point are used throughout. Students are expected to already be proficient in the use of these programs.
- ***MSProject is critical to successfully completing this course. Steps for creating, planning and managing projects are taught in the PJM5900 and PJM6000 courses. Demos will be provided to help you use this software but you will be expected to learn this on your own if you are not a competent user.

Course Description

This course offers insight into how projects are defined, evaluated, and ultimately translated into manageable project requirements and concrete deliverables. By learning how to identify stakeholder needs and convert those needs into viable, measurable project scope documentation, a project manager can successfully manage not only a project's scope, but also make informed recommendations when tradeoffs between project scope, cost, and schedule become necessary.

Learning Outcomes

Based on satisfactory participation in this course, a student should be able to:

1. Describe project success criteria in measurable terms.
2. Identify methods for evaluating a project's viability in the initiation phase, including feasibility studies, risk analysis, cost-benefit, and project valuation methods.
3. Analyze and manage project stakeholders and their scope expectations.
4. Become familiar with requirements collection techniques appropriate for different project environments.
5. Identify characteristics of clear, specific and manageable project requirements.
6. Identify methods to trace and manage requirements from project initiation through project monitoring and control.

In pursuing these objectives, the course will use the texts, articles, web links, case studies, online discussions and written assignments to give students the opportunity to make significant additions to their project management toolkit.

Course Methodology

Each week begins on Monday and ends on Sunday, except for the final week which officially ends on Saturday. Beginning on Monday of each week, you will view lecture materials, read more about the lecture topic in your course text and then you will complete case studies and other assignments where you will have a chance to apply what you've learned.

Each week, you will be expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Complete all lecture materials for the week.

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4. Participate in the Discussion Board.
5. Complete and submit all assignments by the stated due dates.

The course will use this same routine for each of the 6 course weeks. For example, each week you'll review posted lecture material and read accompanying material from the course texts, articles, or case study. A Discussion Board question will be posted each week that complements the week's subject matter, and you'll complete a written assignment that's also tied to the week's lecture.

Your time on course tasks is divided roughly into thirds: each week, approximately 1/3 of your time will be spent reviewing posted material (lecture and readings); 1/3 will be spent researching and answering Discussion Board questions; and 1/3 will be spent completing a written assignment. This "division of labor" may vary slightly from week to week, but it can be used as a good general guideline.

Class Schedule / Topical Outline

Week	Dates	Topic	Reading	Assignments	Discussion Topics
1	4/7 – 4/13	"Is This a Good Idea?"	• *PMBOK® Guide* pp. 10-11; 30-33; 54-55; 66-72 • Project Management pp. 23-30	Academic Honesty Contract (signature due) Document the Business Case	Your Recommendation: Case Study Business Analysis
2	4/14 – 4/20	Collecting Requirements	• *PMBOK® Guide* pp. 110-119; 393-398	Create a Requirements Work Plan (Including Stakeholder Analysis)	DB #1: Requirements and the Project Manager DB#2: Collecting Requirements for a Case Study
3	4/21 – 4/27	Requirement Types and Documentation	• No textbook readings this week	No written assignment due this week	Writing Requirements for a Case Study
4	4/28 – 5/4	Getting What You Ask For: Success Criteria	• *PMBOK® Guide* pp. 120-125 • Project Management pp. 101-108	Project Scope Statement (Including Requirements)	Online Research: What should no scope statement be without?

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Week	Dates	Topic	Reading	Assignments	Discussion Topics
5	5/5 – 5/11	Tracing It All Together	• *PMBOK® Guide* pp. 125-132 • Project Management pp. 108-117 • Skim the Practice Standard for Work Breakdown Structures	Create a Work Breakdown Structure and Traceability Matrix	WBS Strategies
6	5/12 – 5/17	Managing Scope Once Underway	• *PMBOK® Guide* pp. 94-100; 133-140; 404-415 • Skim Project Management ch. 17	Submit Project Change Request	DB #1: "You Know Your Scope is Shifting When…" DB#2: Virtual Change Control Board

Grading/Evaluation Standards

The course will consist of written assignments, weekly discussion boards, and exams, weighted as follows:

Graded Item	Point Value	Points Summary
Week1 Assignment	15	Weekly Assignments: 70 Discussion Boards: 30
Week 1 Discussion Board	5	
Week 2 Assignment	15	
Week 2 Discussion Board	5	
Week 3 Discussion Board	5	
Week 4 Assignment	15	
Week 4 Discussion Board	5	
Week 5 Assignment	15	
Week 5 Discussion Board	5	
Week 6 Assignment	10	
Week 6 Discussion Board	5	
TOTAL POINTS POSSIBLE	100	
		100

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Grading Rubric

Letter Grade	Low	High
A	94	100
A-	90	< 94
B+	87	< 90
B	84	< 87
B-	80	< 84
C+	76	< 80
C	73	< 76
C-	70	< 73
F	0	< 70

The instructor reserves the right to scale grades as needed.

Assignment Standards

Student participation is required in all aspects of the course. Participation in discussions is defined very clearly as contributing throughout the week to all of the discussions in that week.

Minimal preparation is reading the material, being able to summarize what it is about, and following each step specified within assignment guidelines (for example, filling out assigned sections of a scope statement template.)

Superior preparation involves being able to summarize the situation/problem presented by the case and provide required input with detail sufficient for subsequent planning (for example, not only summarizing the facts of a case study project but also remembering to include the project's assigned budget and timeline, as suggested within assignment guidelines.)

Students are expected to critically interpret the text and case study, challenge assumptions, and use data from several sources (beyond the text or case study), and to make their case and support their arguments.

Discussion Board Standards

Participation in Discussion Board questions, postings and other items of interest is an essential part of your learning experience. Active participation through your written responses to Discussion Board questions each week will earn 30% of your final grade, 5 points per week.

"Active participation" means demonstrating having conducted some outside research and fully answering the posted question. Each question will clearly list specific criteria that must be met in order to receive full credit. For example, a Discussion Board question could ask you to research and post links (URLs) to TWO internet sites that provide project management deliverable templates for download. Unless otherwise stated, a conversational response is perfectly appropriate when answering Discussion Board questions. Of the 5 discussion board points possible each week *2.5 points will be earned with your researched answer*. You should post your initial input by **Wednesday, 11:59pm U.S. Eastern Time,** of each course week. **Late posts will receive no credit.**

"Active participation" also means responding at least once each week to other student posts, *which will earn you 2.5 additional discussion board points*. If I can be helpful, I'll also participate (and respond to direct questions, of course). With each new course week starting on a Monday, you'll have until the following **SUNDAY, 11:59pm U.S. Eastern Time** to respond to other student responses.

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Writing Quality Standards

Scoring Level	Grammar, Mechanics, Usage	Clarity and Coherence
High level of Proficiency	While there may be **minor** errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the written assignment.	Sentences are structured and words are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer's points easy to follow.
Moderate Proficiency – half grade level reduction (5%)	**Frequent** errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions **distract** the reader, but the reader is able to completely understand what the writer meant. Writing does not consistently follow appropriate style and/or format.	Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.
Minimal Proficiency – full grade level reduction (10%)	Writing contains **numerous** errors in spelling, grammar, and/or sentence structure which **interfere with comprehension**. The reader is unable to understand some of the intended meaning. Style and/or format are inappropriate for the assignment.	Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.

If you need help to improve your written communication, the following free resources are available:

- **Smarthinking** (available free in Tool section of Blackboard) – this allows students to submit **personal written material in any subject** and have it reviewed by an e-instructor within a 24-hour window (in most cases).
- The Purdue Online Writing Lab (http://owl.english.purdue.edu/owl/) provides free writing resources – with help in grammar, sentence structure and general writing skills

Submission of Work

Although often divided by industry, the Project Management community depends heavily on networking to trade best practices, examples, and lessons. Since this course expands networks by the number of participants in it, each student will post an email address for use in this course as part of his or her profile. Students are also encouraged to email the instructor with any questions regarding the course, with a response provided within 24 hours. In addition to instructor comments on Discussion Boards, students may also receive individual communication from the instructor about specific assignment content or Discussion Board postings.

Written assignments for each week are provided in the "Assignments" section of the "Course Materials" page. You'll be able to read the specific criteria required to successfully complete each assignment, download any assignment templates provided, and submit your completed assignment on the same course web page.

All assignments must be submitted through Blackboard before class on the date due:

- In the Assignments folder, click on the link to view each assignment – the link is the actual title (the words) of the assignment.

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- Attach your completed files to the assignments page, then click "submit" to turn in the assignment to Blackboard.
- Once your assignment has been graded, you will be able to view the grade and feedback provided by clicking on "Course Tools", "View Grades" links on the left side of the course homepage.

Unless otherwise specified, all written assignments are to be completed individually. Do not seek assistance from (or provide assistance to) other students in order to complete the written assignments. Doing so will be considered unauthorized collaboration and will result in a failing grade for the assignment. A second occurrence will result in automatic failure of the course.

Written assignments are due by SUNDAY, 11:59pm (U.S. Eastern Time) each week.

Late Submission of Work

As stated in the Student Handbook at http://www.cps.neu.edu/student-services/student-handbook, you must notify me and obtain my acceptance if you are unable to complete any assignment by the published submission deadline. I will gladly grant extensions for assignments (but not for the Discussion Board) as long as the request is made through e-mail at least 24 hours before the due date. You don't need to offer any reason for your request – you just need to show that you are planning ahead. However, no late submissions or extensions are available for the last week of class. All work must be turned in on time or students will not be given credit for the course.

Late responses with no previous arrangements for all assignments will be penalized by 10% for each day or portion of a day that the assignment is late, unless previous arrangements have been made. Late discussion board responses will receive no credit.

Assignment Requirements and Penalties – PLEASE READ CAREFULLY

Unless otherwise specified, all written assignments are to be completed individually. Do not seek assistance from (or provide assistance to) other students in order to complete the written assignments (this is considered "unauthorized collaboration".) Using the internet for assignment research is acceptable IF you document your sources (otherwise, using internet data without identifying your source is a form of plagiarism.) If you're unsure about how (or whether) to cite sources for your work, please contact me directly – email is acceptable – and consider also reviewing the University's Library website here: http://www.lib.neu.edu/online_research/help/avoiding_plagiarism/? The University's formal Academic Honesty and Integrity Statement is also included at the end of this syllabus.

The University is updating its policies regarding cheating in any form, to include automatic failure of a course if it is determined a student has cheated, even after a single offense. Please carefully review the updated "Academic Honesty and Integrity Statement" included within this syllabus. Students accused of cheating will be referred to the Office of Student Conduct and Conflict Resolution (OSCCR.) The process is described in greater detail below:

The Office of Student Conduct and Conflict Resolution (OSCCR) is a university resource dedicated to investigating and mitigating academic and non-academic violations related to conduct and/or conflict. In instances of suspected plagiarism, OSCCR will investigate; gathering facts from all parties involved to help determine whether or not the accused is "likely responsible" for plagiarism. The official OSCCR process provides the student the opportunity for a hearing in front of a committee comprised of neutral faculty and/or Northeastern staff and students.

OSCCR meets with every student referred to them but does not automatically investigate all charges of plagiarism; only those cases that are disputed.

There are three possible outcomes from the OSCCR process:

1. Students accept the charge and, after writing an essay on academic honesty and integrity, are given a deferred suspension for a first offense.

2. Students found "likely responsible" are also required to write an essay and receive a deferred suspension for a first time offense.
3. Students found "not likely responsible" are not required to complete any essay and there is no effect on their academic record.

Faculty are not obligated to change their decision based on the findings of the OSSCR investigation, though grade adjustments for students found not likely responsible should be considered.

Penalties above reflect first time offenses. Repeat offenders may face suspension and expulsion.

Clearly, the University takes cheating in any course very seriously. Please abide by all assignment guidelines carefully, and ask questions if you're unsure about how to proceed with any assignment work.

Written assignments are due by SUNDAY, 11:59pm (U.S. Eastern Time) each week.

Academic Honesty and Integrity Statement

Not only does the University view academic dishonesty as one of the most serious offenses that a student can commit while in college, but, as your instructor, I want you to know that I also take this offense **very** seriously. In addition to abiding by the laws of the university, as a future project manager you will also need to abide by PMI's Code of Ethics & Professional Conduct (http://www.pmi.org/About-Us/Ethics/Code-of-Ethics.aspx), which includes an honesty section very similar to the academic honesty principles outlined by NEU. PMI's Code states: "As practitioners of project management, we are committed to doing what is right and honorable. We set high standards for ourselves and we aspire to meet these standards in all aspects of our lives." (PMI Code of Ethics and Professional Conduct, Section 1.1) Regarding honesty, this code reminds us that as project practitioners, we are obligated NOT to "engage in or condone behavior that is designed to deceive others…" but to "make commitments and promises, implied or explicit, in good faith". (PMI Code of Ethics and Professional Conduct, Section 5.2 & 5.3.)

Please understand that I will not tolerate any instances of academic dishonesty in this course. If I suspect a student of violating our academic policy, I will notify the student and give them a chance to review my concerns. If I am not completely satisfied that there was no violation of the policy, I will refer the student to the Office of Student Conduct & Conflict Resolution (OSCCR) and in most cases, the student will immediately be given a failing grade for the course. Students will not be allowed to repeat an assignment or in any way make up for the violation. There is no excuse for academic dishonesty.

Please make sure that you completely understand what is expected of you. Academic honesty means being truthful at all times in your communications and in your conduct. It also means letting your instructor know if you are aware of any instances of academic dishonesty, even if you were not involved in the dishonest actions. While the following is not an all-inclusive list, I hope this will help you to understand some of the things instructors look for. The following is adapted from the University's policy on academic honesty and integrity; the complete policy is available at http://www.northeastern.edu/osccr/academicintegrity/index.html

Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise of any type. This may include use of unauthorized aids (notes, texts), or copying from another student's exam, paper, computer disk, etc.

Fabrication – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.

Plagiarism – intentionally representing the words or ideas of another as one's own in any academic exercise without providing proper documentation of the source by way of a footnote, endnote, or inter-textual note. Self-plagiarism (*resubmitting materials from another course or course section as new work)* is also prohibited.

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Unauthorized collaboration – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual's alone. Note that if two students turn in the same paper, both students will be punished, regardless of which student did the work.

NOTE: Unauthorized collaboration also includes lending my work to another student. I know that I may help my fellow students by explaining concepts to them or suggesting additional reading, but not by giving them my work, examples of my work, or answers to specific questions or exercises. I won't, for example, lend my papers, discs, computers, flash drives, or any other version of my work to other students. I know that if they copy my work, even without my permission, I will also be charged with academic dishonesty. I know that I'm expected to safeguard my work. (Also see the section on "participation in academically dishonest activities below".)

Participation in academically dishonest activities – Examples include stealing an exam; using a prewritten paper obtained through mail order or other services; selling, loaning or otherwise distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts; alternation, theft (*including the unlawful use of copyright materials*), forgery, or destruction of the academic work of others.

Facilitating academic dishonesty – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

Withholding information about dishonesty – not notifying your instructor immediately after observing a real or potential act of academic dishonesty. Examples include: (1) seeing other students take an exam together in the library or elsewhere, even if you took the exam by yourself, (2) working with a team member who tells you that the part of the team report they submitted was written by someone not on the team, or (3) hearing a student tell the teacher they couldn't come to class because they were sick when you know this isn't true.

24/7 NU Online Technical Support

Get immediate 24/7 technical support for NU Online by calling 855-836-3520 or email NUOnline@neu.edu.

For answers to common questions you may also visit the NU Online support portal at:
http://smartipantz.perceptis.com/neu/content/default.aspx

MyNEU Technical Support

Please contact the University help desk by calling 617-373-HELP (4357) or email help@neu.edu

PJM 6015 Risk Management
Spring 2014 CPS Quarter, First Session, Boston Campus CRN 80439

Note: Courses you are enrolled in will not show up in CPS Blackboard until the start date of the term.

For computer access, the NEU library can be used 7 days a week: http://www.lib.neu.edu/

Required Textbook(s)/Materials

1. Guide to the Project Management Body of Knowledge, 4th Edition. Project Management Institute, 2008 (required)

2. Practice Standard for Project Risk Management, PMI (required) – note that this is available for free download for PMI members

Smith, Preston & Merritt, Guy, Proactive Risk Management:

3. No Project Management by PowerPoint: Observations and Advice on Better Project Execution in the Financial Services Industry, Todd Loeb, Order through Amazon.

Software & Related Equipment

- **Adobe Reader 9.3** or higher – this free software is required to listen to the multimedia lectures. You can download it at www.adobe.com. You will also need speakers attached to your computer or headphones to hear the audio portion.
- **MsProject** (if applicable) – There is no recent version available for the Mac, but you may use one of the campus computers or a virtual workstation which provides access to MsProject. Visit myneu.neu.edu and select the MyApps Link. Windows users may also select Services and Links, then follow the link to Free and Discounted software to purchase it at a deep discount from NEU. This software may also be used in a Windows environment on the Mac.

Course Prerequisites

Courses: PJM 6000 PJM 6010 is recommended

Student Competencies:

- Microsoft Word, Microsoft Excel and Microsoft Power Point are used throughout. Students are expected to already be proficient in the use of these programs.
- MsProject – steps for creating, planning and managing projects are taught in the PJM 5900 course. Demos will be provided to help you use this software but you will be expected to learn this on your own if you are not a competent user.
- Students will be expected to complete a … and present it in APA Paper Format. Documents describing APA format are available in the course.

Course Description

Examines quantitative techniques for risk assessment and decision making, as well as the steps and elements of a risk management plan, including the ongoing monitoring of risk factors. The accurate identification of risks, and understanding of how to account for the potential impact of risks, can greatly impact the likelihood of project success.

Learning Outcomes

Based on satisfactory participation in this course, a student should be able to:

1. Use the PMI definition of risk to provide a clear distinction between a risk and an issue
2. Create a risk management plan to determine how both positive and negative risks will be identified, analyzed and managed.
3. Use a variety of best practices to identify risks and their potential impacts
4. Use a risk register to track risk identification
5. Analyze risk using both qualitative and quantitative methods
6. Using best practices, identify risk drivers so you can manage the root causes of a risk rather than its symptoms
7. Plan risk responses using strategies for positive and negative risks
8. Deploy a risk management process to continuously monitor risks and risk responses and to identify new risks that develop during project execution
9. Describe how organizational and cultural factors may undermine implementation of effective risk management and develop strategies to overcome these factors

During the course, students will have the opportunity to:

- Understand basic PM vocabulary
- Be introduced to and work within the PMI Framework
- Be able to use PMBOK efficiently as a reference tool

In pursuing these objectives, the course will

- Use the text and cases
- Combine theory and practice
- Combine the strategic with the tactical
- Use relevant concepts to analyze and assess…

Course Methodology

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Each week begins on Monday and ends on Sunday, Beginning each week, you will view lecture materials, read more about the lecture topic in your course text and then you will complete case studies and other assignments where you will have a chance to apply what you've learned.

Each week, you will be expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Complete all lecture materials for the week.
4. Participate in the Discussion Board.
5. Complete and submit all assignments by the due dates.

What it does NOT cover:
In depth quantitative risk management – just an overview of the concept and how & when it is used

Class Schedule / Topical Outline

Week	Dates	Topic	Reading	Assignments	Discussion
1	4/7	What is Risk and How is it Managed?	PRM Chapters 1-3 PMBOK Section 11.1, Risk Planning	Submit Assignment 1 – Define Your Project	Discussion 1
2	4/14	Risk Identification, Assessment and Mapping	PRM Chapters 4 - 6 PMBOK – Section 11.2 Risk Indentification	Start Preparing for the Risk Brainstorming Session	Discussion 2
3	4/21	Risk Planning and Monitoring	PRM Chapters 7-8,	Assignment Continue working on Assignment 2 and Conduct Risk Brainstorming Session **Mid-Term Exam**	Discussion 3
4	4/28	Risk Management Tools	PRM Chapters 9-10, PMBOK Section 11.3, Qualitative Risk Analysis, 11.4, Quantitative Risk Analysis	Submit Assignment 2 Risk Lists	Discussion 4
5	5/5	Implementation of a Project Risk Program	PRM Chapter 11, PMBOK – Section 11.5, Risk Response Planning and Section 11.6 Risk Monitoring and Control	Submit Assignment 3 – Top Critical Risks and Critical Risk Plans	Discussion 5

6	5/12	Final Presentations/Final Exam	none	Final Project/Final Exam	

Grading/Evaluation Standards

Student participation is required in all aspects of the course. Participation in discussions is defined very clearly as contributing throughout the week to all of the discussions in that week.

Minimal preparation is reading the material, and being able to summarize what it is about, what the issue is, and what you would recommend.

Superior preparation involves being able to (i) summarize the situation/problem presented by the case; (ii) recommend a solution to the discussed problem; (iii) support your recommendation with relevant details and analyses; (iv) back up your sources with correctly formatted references; and (v) discuss innovative solutions, or why obvious solutions might be discounted.

Students are expected to critically interpret the text, challenge assumptions, and use data from several sources (beyond the text), and to make their case and support their arguments.

The course will consist of the following weighted as follows:

Evaluation Measures	
Homework (Assignments)	20%
Mid/Term Exam	15%
Discussions/Participation	35%
Final Project	15%
Final Exam	15%

Grading Rubric

Letter Grade	Low	High
A	94	100
A-	90	93
B+	87	89
B	84	86
B-	80	83
C+	76	79
C	73	75
C-	70	72
F	0	69

The instructor reserves the right to scale grades as needed.

Discussion Board Standards
Each week there is an assigned discussion topic. Students are expected to research the topic and to contribute comments in the discussion forums throughout the week. Initial discussion contribution must be posted by **Thursday** of that week. Students must also post at least two peer responses by **Sunday** (Day 7 to meet the minimum discussion requirements.)

In drafting your responses, please keep the following guidelines in mind:

- Be timely in responses.
- Be brief and to the point.
- Make sure the answer adds substantially to the discussion.
- Be collaborative, not combative.
- Be positive in approaching the subject matter.

Avoid the following responses:

- Simple "I agree" or "Good point" statements alone.
- Off-topic postings. Use the "Water Cooler" forum for non-course-related discussion postings or additional postings.
- Overly long threads; keep in mind everyone is busy!
- Anything that could be interpreted as offensive by a fellow classmate.
- Avoid off-color humor and language; at all times maintain courtesy and respect towards the other members of the class.

Discussion Grading Rubric
Here is the basis for your grade:

Primary response not in time (- 2.5 pts)
Secondary responses not in time (-2.5 pts)
Assuming all posts are on time – then points are awarded as follows:

Primary Post (There must be at least one primary post to one of the topics)
Total possible score = 2.5 pts.

- Response directly relates to the question and is well formed; e.g., bullets or headings are used if needed to make the content more understandable & accessible (1 pts)
- Response is thorough – gives specifics or details –fully answers the question (1 pts)
- Response contains no inaccuracies (.5 pts)
  This refers only to information that has been covered in the course

Secondary Post (There must be at least two secondary posts to any of the topics)
Total possible score = 2.5 pts.

- Participation on multiple dates (.5 pt)
  i.e., at least two secondary posts are completed on a later date than primary posts
- Response does not need to be as thorough as a primary post, but responses that do no more than agree with the original post or restate it in different terms will not count – there must be a new idea – with some specifics and/or examples (2 pts)

Participation/Attendance Standards
As the weekly class session is a vital part of the learning experience, all students are expected to attend every week, be on time for the start of class, and stay until the end of class.

However, in the event of extraordinary, legitimate and unavoidable situations, students may be excused for lateness or absence. Extraordinary, legitimate and unavoidable situations include personal illness, urgent family business, work-related issues, transportation-related issues, religious requirements. If at all possible, students should let me know by e-mail about the excused absence or lateness before class.

Students with more than 1 unexcused lateness will be penalized 1 point per lateness.

Students with more than 1 unexcused absence will receive a failing grade for the course

Writing Quality Standards

Scoring Level	**Grammar, Mechanics, Usage**	**Clarity and Coherence**
High level of Proficiency	While there may be **minor** errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the written assignment.	Sentences are structured and words are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer's points easy to follow.
Moderate Proficiency – half grade level reduction (5%)	**Frequent** errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions **distract** the reader, but the reader is able to completely understand what the writer meant. Writing does not consistently follow appropriate style and/or format.	Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.
Minimal Proficiency – full grade level reduction (10%)	Writing contains **numerous** errors in spelling, grammar, and/or sentence structure which **interfere with comprehension**. The reader is unable to understand some of the intended meaning. Style and/or format are inappropriate for the assignment.	Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.

If you need help to improve your written communication, the following free resources are available:

- **Smarthinking** (available free in Tool section of Blackboard) – this allows students to submit **personal written material in any subject** and have it reviewed by an e-instructor within a 24-hour window (in most cases).
- The Purdue Online Writing Lab (http://owl.english.purdue.edu/owl/) provides free writing resources – with help in grammar, sentence structure and general writing skills

Communication/Submission of Work

In the Assignments folder, click on the View/Complete Assignment link to view each assignment. Attach your completed assignments here and click Submit. Once your assignment has been graded, you will be able to view the grade and feedback provided by clicking on Tools, View Grades from the Northeastern University Online Campus tab.

Each week there are homework assignments. Every student will be expected to conduct research in the completion of these assignments. **All written assignments are due on day prior to the class at 11:59 PM Eastern Time unless otherwise specified.**

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PJM 6025 Project Scheduling and Cost Planning
Feb. 2014, Spring First Half Session 6 Week Term

You can access the course at http://nuonline.neu.edu/ by clicking on the course link under the "My Courses" tab.

Note: Courses you are enrolled in will not show up in CPS Blackboard until the start date of the term.

For computer access, the NEU library can be used 7 days a week: http://www.lib.neu.edu/

Syllabus: This syllabus is not a static document. It may be updated and modified slightly before and during the course. You must follow the Blackboard version throughout the semester as assignments, requirements, and information may be updated. The Course Materials section of the course website will be your primary information source.

Required Textbook(s)/Materials

1. Guide to the Project Management Body of Knowledge, 5th Edition. Project Management Institute, 2013 (required) ISBN 13-978-1-935589-67-9
2. Practice Standard for WBS, PMI *PMI (required) – note that this is available for free download for PMI members, ISBN 13-978-1-933890-13-5*
3. Practice Standard for Scheduling PMI *PMI (required) – note that this is available for free download for PMI members, ISBN 13-978-1-935589-24-2*
4. Practice Standard for Estimating PMI *PMI (required) – note that this is available for free download for PMI members, ISBN 13-978-1-935589-12-9*
5. Practice Standard for Earned Value Management *PMI (required) – note that this is available for free download for PMI members, ISBN 13-978-1-935589-35-8*
6. Project Management The Managerial Process, 5th Edition,
   Publisher: McGraw-Hill/Irwin
   Author: Clifford F. Gray & Erik W. Larson
   ISBN-13: 978-0-07-340334-2
   Part of MSBN-13: 978-0-07-742692-7
   Format: Hard Cover with student CD and MS Project trial software CD

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Software & Related Equipment

- **Wimba Pronto** – this free software allows us to have text chats, audio chats (if you have a headset), share a whiteboard and most importantly, share our screens so I can offer you help with your assignments. You can download this free from the Course Tools link on the left column at our Blackboard course site.
- **Blackboard Collaboration Tool – This** tool has many uses such as chat, collaboration, whiteboard, etc... You can download this from the Blackboard course site.
- **MS Excel, Work and PowerPoint**
- **MS Project -** *2003, 2007 or 2010* there is no recent version available for the Mac, but you may use one of the campus computers or a virtual workstation which provides access to MS Project.
  Visit myneu.neu.edu and select the MyApps Link. Windows users may also select Services and Links, and then follow the link to Free and Discounted software to **purchase it at a deep discount from NEU**. This software may also be used in a Windows environment on the Mac.

Course Prerequisites

a) **Courses: PJM 6000 – Required (Do not attempt to take both courses at the same time)**

b) Student Competencies:

- MS Project, Microsoft Word, Microsoft Excel and Microsoft Power Point are used throughout. Students are expected to already be proficient in the use of these programs and **will use MS Project** to assist in developing and managing the schedule
- Be able to use the PMBOK as a reference.

Course Description

A well-thought-out and well-managed schedule is critical to successful project management and is integral to the efficient management of project costs. This course offers students an opportunity to learn effective tools and techniques that can allow project managers to translate specifications to realistic project plans that lead to resource-loaded schedule and baseline budget. These tools and techniques can be used to minimize bottlenecks and downtime, identify and plan for resource needs, develop contingencies, and manage risk and scope creep. This course builds on the project schedule to explore cost estimation methods, break-even analysis, earned value management, and to develop confidence levels. Offers students an opportunity to learn to manage the project budget and revise cost estimates. Topics include schedule development, cost estimating, and cost and schedule management through earned value management.

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Learning Outcomes

Based on satisfactory participation in this course, a student should be able to:

1. Describe how business requirements are collected, analyzed and managed.
2. Create a WBS that captures all of the project scope.
3. Develop a realistic cost estimate & schedule for project completion which is based on the WBS with due consideration of the impact of procurement, negotiation, and general cost containment.
4. Utilize a variety of tools to develop cost & schedule estimates including analogous, parametric, bottom-up and three point estimating; as well as reserve analysis and cost of quality estimation.
5. Create and interpret project network diagrams, and use network diagrams to determine the critical path and describe its importance in project planning & management.
6. Utilize techniques to acquire, manage, and develop resources.
7. Use MS Project to create a resource loaded schedule and record cost estimates.
8. Aggregate estimated costs & durations to establish a cost & schedule performance baseline with consideration given to the effects of funding limits & hard time constraints.
9. Consider advanced scheduling techniques, such as proof of concept, long lead times, laddering & lags, and Agile project planning.
10. Utilize a variety of techniques to make planning corrections by managing changes to project duration and cost.
11. Consider the implications of positive and negative risk and their impact on project cost & schedule plans.
12. Utilize MS Project to monitor and control the project during execution by documenting and reporting variances from the baseline using Earned Value Management.

In pursuing these objectives, the course will:

- Use classroom presentations, discussions, assignments and cases
- Combine theory and practice in developing project schedules
- Practical application in preparing and creating a WBS, Network Diagrams, as well as various tools and techniques that can be used in planning and developing project schedules.

Course Methodology

Welcome to PJM 6025. This is an online six week course that consists of weekly lectures, reading, and homework and discussion board assignments. You are expected to be able to use MS Project both in class as well for weekly assignments. During classroom sessions we will use MS Project so you will need to have a working knowledge of MS Project as well as bring your laptop to class. There are tutorials available through neu.edu and Microsoft if needed.

Each week begins on Monday and ends on Sunday expect on the final week which officially ends on Saturday. Beginning on Monday of each week, you will participate in lectures, read more about the lecture topic in your course text and then you will complete exercises and other assignments where you will have a chance to apply what you've learned.

Each week, you will be expected to:

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1. Attend and participate in class. Class begins at 5:50PM each Wednesday evening.
2. Review the week's learning objectives and attend and participate in course multimedia lectures
3. Complete all assigned readings and exercises
4. Participate and contribute in the Discussion Board.
5. Review all lecture materials for the week
6. Complete and submit all assignments by the due dates. All written assignments should be clear, concise and formatted properly
7. Complete both the midterm and final tests by their due dates

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Schedules & Important Dates

Reading Assignment Guide:
PK = PMBOK
PS = Practice Standard
GL = Project Management, The Managerial Process

Week	Dates	Topic	Reading	Assignments	Discussion Topics
1	4/7 – 4/13	PMBOK Overview, Defining the Project Scope, Gathering and Understanding Business Requirements Defining and Creating a WBS	PK Ch. 3,4.1, 5 6.1, 6.2 PS for WBS Ch. 1-5 GL Ch. 2&4, Ch. 6 p157-158	Review Syllabus Read Course Case Study 'Whistler Ski Resort p191 G&L Assignment 1A – Review and Sign Academic Honesty Contract Assignment #1B Whistler Ski Resort Create a MS Project Plan with a WBS and Activities	Introductions/ Admin / Logistics Academic Honesty Policy Linking the business needs to the Project objectives Best Practices in constructing a WBS
2	4/14 4/20	Activities, Sequencing, Network Diagrams Estimating Duration	PK Ch. 6.2, 6.3, 6.4, 6.5 PS for Scheduling 2.2.2, 2.3.3, 3.2.1, 3.2.2, 3.3.3, 3.3.5, 3.4.4 -3.4.10 PS Estimating Ch. 2,3, & 4 GL Ch. 5, Ch. 6 p157-158	Assignment # 2 Whistler Ski Resort MS Project Plan, Sequence Activities and add Estimates for Activity Duration	Scheduling Limitations and Constraints WBS and Decomposing Work Packages

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3 **3**	4/21 – 4/27	Developing the Schedule Critical Path Analysis Schedule Compression Techniques	PK Ch. 6.6 PS Scheduling 2.2.1, 2.2.3, 3.4.1, 3.4.2, GL Ch. 6.p164 – 184, Ch. 9 p 304-323	Assignment 3 Whistler Ski Resort MS Project Plan, Analyze and Evaluate Critical Path Mid Term	Schedule Compression Estimating and Techniques to avoid bad estimates
4	4/28 – 5/4	Resources, Costs, Negotiation, Procurement	PK 6.6.2.4, 7.1, 7.2, 7.3, 9.1,& 9.2 12.1 – 12.3 PS Scheduling 2.3.1, 2.3.2, 3.1.9, 3.2.1.4 GL Ch. 8 p253-281 Ch. 17 p 583 – 595 Ch 12 Appendix 12.1 p446-451	Assignment 4 Whistler Ski Resort MS Project Plan Add Resources, Costs and Determine Budget	Managing Virtual Teams Rolling Wave and Agile Planning Methods
5	5/4 – 5/11	Project Baseline, Managing and Controlling a Schedule and Cost Change Control Producing and Interpreting MS Project Reports	PK 4.3-4.5, 6.7, 7.4 GL Ch. 13 p453-479 PS for Earned Value Ch. 2, 7.3, 9	Assignment # 5 Whistler Ski Resort Executive Status Report MS Project Plan Add Progress and Analyze Project Status	Resources and Early Identification Measuring and Controlling a Project
6	5/12 – 5/17	Project Risk Course Review	GL Ch. 7 p225-233	Final Test	

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Grading/Evaluation Standards

Student participation is required in all aspects of the course. Participation in discussions is defined very clearly as contributing throughout the week to all of the discussions in that week.

Minimal preparation is reading the material, and being able to summarize what it is about, what the issue is, and what you would recommend.

Superior preparation involves being able to (i) summarize the situation/problem presented by the case; (ii) recommend a solution to the discussed problem; (iii) support your recommendation with relevant details and analyses; (iv) back up your sources with correctly formatted references; and (v) discuss innovative Solutions or why obvious solutions might be discounted.

The course will consist of assigned homework, contributions to the discussion forums, a midterm and final exams weighted as follows:

Evaluation Measures	
Assignments	25%
Discussions	25%
Midterm	20%
Final Exam	30%

Grading Rubric

Letter Grade	Low	High
A	94	100
A-	90	93
B+	87	89
B	84	86
B-	80	83
C+	76	79
C	73	75
C-	70	72
F	0	69

The instructor reserves the right to scale grades as needed.

Assignment Standards
Students are expected to critically interpret the text, challenge assumptions, and use data from several

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sources (beyond the text), and to make their case and support their arguments.

Discussion Board Standards

Each week there is an assigned discussion topic. Students are expected to research the topic and to contribute comments in the discussion forums. Students are expected to contribute to discussions throughout the week. Your **primary post** must be posted by **midnight on Friday** of each week. Students must also post at least two **peer responses by Sunday at 8pm** to meet the minimum discussion requirements.

The Primary Post should be comprehensive and thorough. The secondary posts do not need to be as thorough as the Primary Posts but they should contain a new idea and be meaningful and not just agree with a previous peer post. Discussion Posts that are submitted after the **due date will not receive any credit.**

Discussion Grading Rubric (each discussion is worth 10pts)

Grading Discussions Board	
(10/9 pts.) Distinguished/ Outstanding	Have participated 3 times or more during the week and have posted outstanding information. • Initial contribution posted on or before Thursday • Submitted 2 responses to other student posts on or before Sunday • Initial post had academic research references • Deliver information that shows that thought, insight, and analysis have taken place • Make connections to previous or current content or to real-life situations that contain depth and detail.
(9/8 pts.) Proficient	Have participated at least 2 times during the week and have posted proficient information. • Posts are made in time for others to read and respond • Deliver information that shows that thought, insight, and analysis have taken place • Make connections to previous or current content or to real-life situations, but the • Connections are not really clear or are too obvious • Contain new ideas, connections, or applications, but they may lack some depth and/or detail
(7-8 pts.) Basic	Have participated at least 1 time during the week and have posted basic information. • May not all be made in time for others to read and respond are generally competent, but the actual information they deliver seems thin and commonplace • Make limited, if any, connections, and those art often cast in the form of vague generalities • Contain few, if any, new ideas or applications; often are a rehashing or summary of other comments
(1 to 6 pts.) Below Expectations	Have participated at least 1 time during the week and have posted information that was below expectations.

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	• May not all be made in time for others to read and respond • Are rudimentary and superficial; there is no evidence of insight or analysis • Contribute no new ideas, connections, or applications • May be completely off topic
0	Did not participate in the discussion board at all

- How do you get other students to interact with your posts? By posting to theirs!
- By the way, posting something brilliant on Sunday night is too late to generate a discussion. Post early, post often.

Participation/Attendance Standards

As the weekly class session is a vital part of the learning experience, all students are expected to attend every week, be on time for the start of class, and stay until the end of class. However, in the event of extraordinary, legitimate and unavoidable situations, students may be excused for lateness or absence. Extraordinary, legitimate and unavoidable situations include personal illness, urgent family business, work-related issues, transportation-related issues, religious requirements. If at all possible, students should let me know by e-mail about the excused absence or lateness before class. Students with more than 1 unexcused lateness will be penalized 1 point per lateness. Students with more than 1 unexcused absence will receive a failing grade for the course.

Writing Quality Standards

Scoring Level	**Grammar, Mechanics, Usage**	**Clarity and Coherence**
High level of Proficiency	While there may be **minor** errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the written assignment.	Sentences are structured and words are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer's points easy to follow.
Moderate Proficiency – half grade level reduction (5%)	**Frequent** errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions **distract** the reader, but the reader is able to completely understand what the writer meant. Writing does not consistently follow appropriate style and/or format.	Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.

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Minimal Proficiency – full grade level reduction (10%)	Writing contains **numerous** errors in spelling, grammar, and/or sentence structure which **interfere with comprehension**. The reader is unable to understand some of the intended meaning. Style and/or format are inappropriate for the assignment.	Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.

If you need help to improve your written communication, the following free resources are available:

- **Smarthinking** (available free in Tool section of Blackboard) – this allows students to submit **personal written material in any subject** and have it reviewed by an e-instructor within a 24-hour window (in most cases).
- The Purdue Online Writing Lab (http://owl.english.purdue.edu/owl/) provides free writing resources – with help in grammar, sentence structure and general writing skills

Communication/Submission of Work

In the Assignments folder, click on the View/Complete Assignment link to view each assignment. Attach your completed assignments here and click Submit. Once your assignment has been graded, you will be able to view the grade and feedback provided by clicking on Tools, View Grades from the Northeastern University Online Campus tab.

Each week there are homework assignments. Every student will be expected to conduct research in the completion of these assignments. **All written assignments are due on the last day of the week (Day 7*) at 11:59 PM Eastern Time unless otherwise specified.**

Late Submission of Work

Each assignment is due on the date indicated - late assignments will not receive any points. There are no make-up dates or extensions for the assignments except for documented personal emergencies or special permission granted by the instructor in writing. Special permission must be requested in writing to the instructor at least two days prior to the due date of the assignment.

24/7 NU Online Technical Support

Get immediate 24/7 technical support for NU Online by calling 855-836-3520 or email NUOnline@neu.edu.

For answers to common questions you may also visit the NU Online support portal at:
http://smartipantz.perceptis.com/neu/content/default.aspx

MyNEU Technical Support

Please contact the University help desk by calling 617-373-HELP (4357) or email help@neu.edu

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Appendix 1: Academic Honesty & Integrity Statement for Syllabus

Academic Honesty and Integrity Statement
Not only does the University view academic dishonesty as one of the most serious offenses that a student can commit while in college, but, as your instructor, I want you to know that I also take this offense **very** seriously. In addition to abiding by the laws of the university, as a future project manager, you will also need to abide by PMI's Code of Ethics & Professional Conduct (http://www.pmi.org/About-Us/Ethics/Code-of-Ethics.aspx), which includes an honesty section very similar to the academic honesty principles outlined by NEU. PMI's Code states: "As practitioners of project management, we are committed to doing what is right and honorable. We set high standards for ourselves and we aspire to meet these standards in all aspects of our lives." (PMI Code of Ethics and Professional Conduct, Section 1.1) Regarding honesty, this code reminds us that as project practitioners, we are obligated NOT to "engage in or condone behavior that is designed to deceive others…" but to "make commitments and promises, implied or explicit, in good faith". (PMI Code of Ethics and Professional Conduct, Section 5.2 & 5.3)

Please understand that I will not tolerate any instances of academic dishonesty in this course. If I suspect a student of violating our academic policy, I will notify the student and give them a chance to review my concerns. If I am not completely satisfied that there was no violation of the policy, I will refer the student to the Office of Student Conduct & Conflict Resolution (OSCCR) and in most cases, the student will immediately be given a failing grade for the course. Students will not be allowed to repeat an assignment or in any way make up for the violation. There is no excuse for academic dishonesty.

Please make sure that you completely understand what is expected of you. Academic honesty means being truthful at all times in your communications and in your conduct. It also means letting your instructor know if you are aware of any instances of academic dishonesty, even if you were not involved in the dishonest actions. **This policy applies to ALL assignments – draft, final, extra credit, team, individual, etc**. While the following is not an all-inclusive list, I hope this will help you to understand some of the things instructors look for. The following is adapted from the University's policy on academic honesty and integrity; the complete policy is available at http://www.northeastern.edu/osccr/academicintegrity/index.html

Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise of any type. This may include use of unauthorized aids (notes, texts), or copying from another student's exam, paper, computer disk, etc.

Fabrication – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.

Plagiarism – intentionally representing the words or ideas of another as one's own in any academic exercise without providing proper documentation of the source by way of a footnote, endnote, or inter-textual note. Self-plagiarism (*resubmitting materials from another course or course section as new work)* is also prohibited.

Unauthorized collaboration – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual's alone. Note that if two students turn in the same paper, both students will be punished, regardless of which student did the work.

NOTE: Unauthorized collaboration also includes lending my work to another student. I know that I may help my fellow students by explaining concepts to them or suggesting additional reading, but not by giving them my work, examples of my work, or answers to specific questions or exercises. I won't, for

example, lend my papers, discs, computers, flash drives, or any other version of my work to other students. I know that if they copy my work, even without my permission, I will also be charged with academic dishonesty. I know that I'm expected to safeguard my work. (Also see the section on "participation in academically dishonest activities below".)

Participation in academically dishonest activities – Examples include stealing an exam; using a prewritten paper obtained through mail order or other services; selling, loaning or otherwise distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts; alternation, theft (*including the unlawful use of copyright materials*), forgery, or destruction of the academic work of others.

Facilitating academic dishonesty – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

Withholding information about dishonesty – not notifying your instructor immediately after observing a real or potential act of academic dishonesty. Examples include: (1) seeing other students take an exam together in the library or elsewhere, even if you took the exam by yourself, (2) working with a team member who tells you that the part of the team report they submitted was written by someone not on the team, or (3) hearing a student tell the teacher they couldn't come to class because they were sick when you know this isn't true.

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Appendix 2: Written Communication Resources

If you need help to improve your written communication, the following free resources are available:

- **Smarthinking** (available free in Tool section of Blackboard) – this allows students to submit **personal written material in any subject** and have it reviewed by an e-instructor within a 24-hour window (in most cases).
- **The Purdue Online Writing Lab** (http://owl.english.purdue.edu/owl/) provides free writing resources – with help in grammar, sentence structure and general writing skills
- **NEU Writing Center** - To learn more about what the Writing Center has to offer, please see the three options below and, for more details, visit: http://www.northeastern.edu/english/writing-center/
    1. In-person Consulting: Work one-on-one with a consultant, or bring a friend and work as a group. We also accept walk-in appointments; they are available on a first-come, first-served basis if a consultant is available. However, we strongly encourage you to make an appointment in advance.
    2. Email Submissions: If you are unable to come to the Writing Center for an appointment, you might consider submitting your work online. Our web consultants will comment on content development, structure, and organization; they will not mark up your text for grammar, sentence structure, or spelling. If you would like help with your grammar, an in-person appointment is the best option for you. Our web consultants check for submissions M-F, and will respond to your submission within 48 hours.
    3. Mobile Consulting: If you have a pressing deadline, or live far away from campus, consider signing up for our ***new*** mobile consulting option. Like in-person consulting, this is a real-time, 45-minute session with a Writing Consultant. Unlike Email Submissions, which have a 48-hour turn around, you get to speak immediately with a consultant about your work. Simply sign into WCOnline's new remote consulting schedule to make an appointment with one of our dedicated mobile consultants. Want to know more? Visit http://www.northeastern.edu/english/writing-center/mobile-consulting/.
- **ESL Language Co-op tutoring** - is a free service international students (both undergrad and grad) are welcome to use. This service allows students to work 1:1 with ESL trained writing specialists. You can sign up for one-hour sessions by emailing: languagecoop@neu.edu and indicating when you would like to make an appointment.
    1. All sessions are held in 88 Snell. Starting on May 7, they're moving to an online scheduling system, so students won't email to schedule, but they'll just go to this website (http://neu.mywconline.net/) and make an online appointment.

Microsoft Project Resources

- **InfoCommons** - Project 2010 has been locally installed on stations 1-30 and 64-91 in the Snell Library InfoCommons Lab 1. Use these stations if you want to use Project 2010 in the InfoCommons Lab.
- **MyApps** - Project 2010 is also installed and is accessible via MyApps (http://www.northeastern.edu/infoservices/?page_id=3522).

  To use MyApps, you must log in to MyApps ***AND*** the U:Drive in order to save your project file.
  The basic process is:
    1. Connect to MyApps using your NUID and password

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2. Wait until the WebDrive login screen appears, then log into the U: drive with your NUID and password. *IMPORTANT: You must log into the WebDrive in order to save your files*
3. Go to Start>All Programs>MS Project>2010 to access MS Project
4. Save your mpp file to the U:Drive
5. To upload your file to Blackboard:
   - log in to MyApps
   - use the browser within MyApps to go to NUOnline and access the course (this will give you access to the U: Drive where you have saved your MPP file)
   - attach the file as you would normally

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PJM6135 Project Quality Management
Spring 2014 CPS Quarter Graduate [BOS-1-HY]

Please contact me to set up an appointment. The best ways to contact me are:

1) Via "Ask the Instructor" in the Discussion Board
2) Via email;
3) Blackboard IM (my availability varies...if I am on BBIM and available though, I'll answer you).

If you want to set up a specific meeting time, please send an email and we'll find a mutually convenient time.
Note: If I'm away from my computer and your question requires a detailed response (more than my thumbs can type on my iPhone without getting a cramp) - I'll work with you to coordinate a later time for a more in-depth discussion.

All email communication must be to my NEU Faculty Account (listed above) from YOUR NEU STUDENT account in accordance with University policy. Please contact the IS Help Desk if you need instructions about forwarding your email to another account.

****
Welcome to PJM 6135 – Project Quality Management. This is a blended format class. Our class meets (**Tuesday**) at 5:50 PM at NEU's Boston Campus unless otherwise announced. Class materials and required online work are available online at NUOnline. You can access this course at http://nuonline.neu.edu/ by clicking on the course link under the "My Courses" tab.
—

Note: Courses you are enrolled in will not show up in CPS Blackboard (NUOnline) until the start date of the term.

For computer access, the NEU library can be used online 7 days a week: http://www.lib.neu.edu/

Required Textbook(s), Articles, and Materials
The following are texts required materials for this course:

1. A Guide to the Project Management Body of Knowledge, **5th edition**, Project Management Institute, 2013. (ISBN: 9781935589679.).
2. Project Management: The Managerial Process with Student CD Rom, 5th Edition. Gray, C.F. & Larson, E.W. (ISBN: (5th Edition): 9780073403342)
3. Project Quality Management, Why, What and How, Kenneth H. Rose, PMP, 2005, J. Ross Publishing, Inc. (ISBN: 9781932159486)
4. American Psychological Association. (2010). *Publication manual of the American psychological association* (6th ed.). Washington, DC: American Psychological Association. (ISBN: 978-1433805615)

Journal articles (subject to change but available electronically from Snell Library):

1) Pells, D. L. (2012, January). Commitment to ethics and values can empower leaders of teams, projects, programs and organizations. *PM World Today*. pp. 1-7 (http://0-search.ebscohost.com.ilsprod.lib.neu.edu/login.aspx?direct=true&db=bth&AN=74028640&site=eds-live)

Note: The PMBOK® Guide and the practice standards are available in a variety of formats including the hard-copy versions listed above. Access to an electronic version of the PMBOK® Guide and the practice standards is also included as a Project Management Institute "member benefit" and can be accessed (and downloaded) from the PMI Website here: http://www.pmi.org/PMBOK-Guide-and-Standards.aspx (*PMBOK is a registered mark of the Project Management Institute, Inc.)*

Software & Related Equipment

- **Blackboard Collaborate** – this free software allows us to have text chats, audio chats (if you have a headset), share a whiteboard and most importantly, share our screens so I can offer you help with your assignments. You can download this free from the Tools link on the left column at our Blackboard course site.
- **A headset** (headphones plus microphone) will allow you to speak with me using Blackboard IM. I highly recommend that you get this hardware. Headsets can be purchased from online vendors for about $30.

- **Microsoft Project 2010 or 2013** – There is no recent version available for the Mac, but you may use one of the campus computers or a virtual workstation both of which provide access to MsProject. Visit myneu.neu.edu and select the MyApps Link. Windows users may also select Services and Links then follow the link to Free and Discounted software to purchase it at a deep discount from NEU. This software may also be used in a Windows environment on the Mac. MS Project 2010 is the recommended version at this time.

Course Prerequisites

REQUIRED Courses:

- PJM 6000 – Project Management Practices – you may NOT be co-registered

Recommended Courses:

- PJM 6025 – Project Planning and Cost Management (Beginning in the Fall of 2013)

OR the following sequence:

- PJM 6010 – Project Planning & Scheduling
  AND
- PJM 6020 – Project Cost and Budget Management

Student Competencies:

- Microsoft Word, Microsoft Excel, and Microsoft Power Point are used throughout. Students are expected to be proficient in the use of these programs.
- Microsoft Project – steps for creating, planning and managing projects are taught in the PJM 5900 course.
  - Demos will be provided to help you use this software but you will be expected to learn this material on your own if you are not a competent user.
- Students will be expected to use APA Sixth Edition writing standards.

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Course Description

Project Quality Management (PQM) is one of the Knowledge Areas outlined in the Project Management Institute's Project Management Body of Knowledge (PMBOK® Guide). This course is designed to provide detailed instruction in PQM processes, how to integrate PQM processes into the overall project plan, and how to prepare a Project Quality Management Plan. Students will have the opportunity to develop and manage a PQMP plan throughout an entire project life cycle.

Learning Outcomes

During the course, students will have the opportunity to:

- Interpret quality terms as they are used in project management
- Describe the importance of the customer's role in project quality management
- Develop a toolset to use with future project, including quality tools and templates for Project Quality Management
- Identify and describe the roles and responsibilities needed to plan and execute the Project Quality Plan
- Create a realistic Project Quality Management Plan (PQMP) which includes processes for all phases of quality management, including Quality Definition, Planning, Assurance and Control
- Apply a wide variety of tools and techniques, including the Seven Tools of Quality to monitor project success
- Plan how to apply the techniques for managing project quality to the broader context of organizational or enterprise continuous quality improvement

In pursuing these objectives, the course will:

- Use the textbooks and on-line course components
- Use lectures, group discussions, case studies and a final exam
- Focus on combining theory and real world application
- Utilize relevant software to capture and display data

Course Methodology

Each week begins on Monday and ends on Sunday, <u>except for the final week, which officially ends on Saturday</u>. Beginning on Monday of each week, you will view lecture materials, read more about the lecture topic in your course text and then you will complete evaluation planning and report assignments where you will have a chance to apply what you've learned.

1) Review the week's learning objectives.
2) Complete all assigned readings.
3) Complete all lecture materials for the week.
4) Participate in the Discussion Board.
5) Complete and submit all assignments by the due dates.
6) Attend class

Please note that written work needs to be clear, comprehensible, and competently produced as noted below.

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Class Schedule / Topical Outline

Key:

PM = Project Management, the managerial process
P = A Guide to the Project Management Body of Knowledge (PMBOK® Guide)
Q = Project Quality Management, Why, What and How

PMBOK is a registered mark of the Project Management Institute, Inc.

Week	Week Of	Topic	Reading	Assignments
1	*9/9*	Intro to Quality Management History, Customer focus, Gurus	Q - Ch. 1 Q - Ch. 2,3 P - pps. 226-230, 234 (COQ)	**Academic Honesty Contract** **And See BB**
2	*9/16*	Project Quality Planning	Q - Ch. 4 Q - pg. 45, Appendix 1 Q - Ch. 11 pps. 145-147 P- pps. 230-241	**See BB**
3	*9/23*	Quality Assurance Solving Project Problems	Q - Ch. 5 Q - Ch. 10 P - pps. 241-248 PM – p 311 - 312	**See BB**
4	*9/30*	Quality Control Collecting and Understanding Data	Q - Ch. 6 Q - Ch. 7 P - pps. 248-253	**See BB**
5	*10/7*	Understanding Project Processes	Q - Ch. 8	**See BB**
6	*10/14*	Best practices	Q - Ch.11, p. 148	**See BB**

Grading/Evaluation Standards

Your grade will be weighted as follows:

Evaluation Measures	
Discussions	20%
Weekly Assignments	15%
Project	25%
Final Exam	40%

Grading Rubric

Grades are *earned* not "given and adjusted downward." You begin the course with 0 points and work your way upward. If you do the minimum work required on assignments your resulting grade will be in the "B Range" as shown below. Also note that you will not receive the maximum number of points if you fail to be "present" in class (and online) and if you do not submit work that meets minimum standards for written communication as outlined in the writing rubric below.

Conversion of weighted and rounded numerical to letter grades will be as follows:

Letter Grade	Low	High	This grade is given for:
A	94	100	Excellent, thorough work which demonstrates complete command of the material and **goes above and beyond** the assignment requirements
A-	90	<94	
B+	87	<90	Good work which meets the assignment requirements and demonstrates an understanding of the concepts
B	84	<87	
B-	80	<84	
C+	76	<80	Average work which meets most assignment requirements and demonstrates an understanding of at least ¾ of the concepts presented in the course
C	73	<76	
C-	70	<73	
F	0	<70	Poor work which doesn't meet at least ¾ of the assignment requirements and demonstrates insufficient evidence of a command of the course concepts

The instructor reserves the right to scale grades as needed.

Attendance Standards

As the in-classroom meeting is a vital part of the learning experience for PJM6135, all students are expected to attend each meeting, be on time for the start of class, fully participate, and stay until the end of class. The class meeting will be used for group presentations, discussions, presentations by visiting lecturers, and other activities rather than "slide-deck" lectures.

In the event of extraordinary, legitimate, and unavoidable situations, students may be excused for lateness or absence. Extraordinary, legitimate, and unavoidable situations include personal illness, urgent family business, and religious requirements. If possible, students should let me know by e-mail about the excused absence or lateness before class (but, in any case, should communicate with me about the excused absence or lateness as soon as is possible).

- Students with unexcused late arrivals or early departure will be penalized 1% per instance
- Students who are absent (unexcused) from class will be penalized 10% for the first absence.
- **Students with more than 1 unexcused absence will receive a failing grade for the course.**

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Discussion Board Standards

Because this is a blended course, students are expected to regularly and vigorously participate in the Discussion Boards and other on-line segments of the class. Discussion boards are graded against the following rubrics:

Table 1 – Discussion Board Rubric - Adapted from Edelstein, S. and Edwards, J. (2002) - Citation details upon request

Category	Failing 0 (F)	Below Average 7 (C)	Average 8 (B)	Above Average 9 (A-)	Superior 10 (A)	Total Possible Points
Promptness And Initiative 10 %	Primary postings not on time NOTE: making primary postings after the due date and time will result in a score of 0 with no further points awarded.	Primary posts submitted at "last minute" - Limited initiative Does not respond to most postings; rarely participates freely; usually does not answer direct questions posed.	Primary posts submitted on time Responds to most postings several days after initial discussion; Limited initiative	Primary posts submitted ahead of time; submits posts to multiple primary discussions Responds to most postings within a 24-hour period; requires occasional prompting to post	Primary posts submitted well ahead of time; submits posts to all primary discussions; demonstrates good self-initiative Consistently responds to posts in less than 24 hours.	20
Delivery of Post **20%**	Writing contains numerous errors in spelling, grammar, and/or sentence structure, which interfere with comprehension. The reader is unable to understand some of the intended meaning. Style and/or format are inappropriate for the assignment.	Utilizes poor spelling and grammar in most posts. Posts appear "hasty" Sentence structure and/or other writing conventions distract the reader, but the reader is able to completely understand what the writer meant.	Some errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions. Writing does not consistently follow appropriate style and/or format.	While there may be minor errors, the postings follow normal conventions of spelling and grammar throughout and have been carefully proofread.	Consistently uses correct grammar with rare misspellings.	20
Relevance of Post 20%	Postings do not relate to the topic or fail to answer the all of the questions posed.	Posts short or irrelevant remarks; "I agree" statements predominate in secondary postings.	Most posts are short in length and offer limited further insight into the topic	Frequently posts material that is related to the discussion content;	Consistently posts topics related to the discussion topic; cites additional references related to the topic	20
Expression Within the Post 20%	Postings are so poorly formatted and stated that reader comprehension is undermined	Does not express opinions or ideas clearly	Adequate expression of opinions and ideas with occasional lack of connection to the topic	Opinions and ideas are stated clearly.	Expresses ideas and opinions in a clear and concise manner with obvious connection to topic	20
Contribution to the Learning Community **30%**	Primary postings do not address the topic or topics presented. Secondary postings do not advance the discussion in a meaningful way.	Primary postings address some aspects of the question; seems indifferent. No examples provided to support positions. Does not make effort to participate in learning community as it develops. No examples provided to support positions taken in secondary postings.	Provides solid primary posting addressing all questions in the thread. Occasionally makes meaningful reflection on group's efforts; some effort to become involved with the group. Some relevant examples to support positions but sometimes posts irrelevant examples.	Attempts to advance the discussion and to present relevant viewpoints for consideration by group; interacts freely. Provides relevant examples to support positions taken.	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic. Provides multiple, solid examples to support position. May provide examples that refute the position taken but then offers convincing arguments against.	20

Discussion board participation counts for a maximum of (100) points based on the rubric above:

¶ Primary posts are due not later than (NLT) than 8:00 pm (20:00 hours Boston time) on Friday of the first week of the Discussion Board to allow other students time to read and respond to your posts **or you receive no credit.**

¶Secondary responses are due throughout the week.

The focus of the discussion boards should be clear and concise communication and quality over quantity. Verbose, rambling postings, or postings that fail to clearly make a point will be marked down.

In addition to acting as a participant in the online discussions, students may also be assigned the following roles throughout the course:

Student Facilitator: Each online discussion question will have an assigned student facilitator. The role of the facilitator is to engage participants in the learning process, to ask questions, to take discussions to deeper levels, to provide direction and to keep the discussion focused on answering the question. If a student has been assigned the role of the facilitator for a particular week, he or she is responsible for facilitating a particular discussion question thread from Friday evening through Wednesday evening of the following week.

Question Summarizer: Each online question will have an assigned student summarizer. The task of the student summarizer is to draft one paragraph that synthesizes the responses of the assigned question using the four questions below:

1. What are the one or two most important ideas or themes that emerged from the discussion?
2. What remains unresolved or contentious about this topic?
3. What do class members understand better as a result of this discussion?
4. What do we need to talk about in future discussions to better understand the issue(s) addressed in the discussion?

If a student has been assigned this role, he or she is responsible for completing and posting the summary by 11:30 p.m. (Boston time) on Thursday of the assigned week but additional secondary postings are optional for the summarizer during that week.

To receive a high-ranking online grade, Discussion Board posts must have the following attributes:

- Comments skillfully apply ideas and facts from readings, lectures, and student's own organizational experience.
- Comments are pertinent and demonstrate critical understanding of the topic by expanding the issue, bringing in additional perspectives, and promoting additional discussion with other students in a respectful way.
- Student contributions meet length, frequency, and writing quality requirements, as well as due dates. Please note that all responses must be courteous, positive and professional. Posts should build upon the content of previous responses. In general, primary posts should be no longer than 200 words and secondary posts should be no longer than 100. Be concise.

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Assignment Standards

I want to make sure you know exactly what I expect with each assignment. All assignments in this course will be graded against the following rubric unless otherwise noted:

	Failing	Below Average	Average	Above Average	Superior
	0 (F)	**70 (C Range)**	**80 (B range)**	**90 (A- range)**	**100 (A range)**
Requirements (50%)	Does not meet the requirements of the assignment.	Meets some assignment requirements	Meets assignment requirements	Goes above the minimum requirements of the assignment	Goes well above the requirements of the assignment. Provides new information, tools, and/or techniques
Grammar (20%)	Writing contains numerous errors in spelling, grammar, sentence structure that interfere with comprehension. The reader is unable to understand some of the intended meaning.	Frequent errors in spelling, grammar, sentence structure, and/or other writing conventions that distract the reader.	Errors in spelling, grammar, sentence structure and/or other writing conventions but the reader is able to understand what the writer meant.	Minor errors in grammar, sentence construction, and word usage. Assignment work follows normal conventions of grammar and spelling and has been carefully proofread.	All work grammatically correct with rare misspellings.
Clarity (20%)	Sentence construction, word choice, lack of transitions, and/or sequencing of ideas makes reading/understanding difficult. Style and/or format are inappropriate for the assignment.	Does not express opinions or ideas clearly. Limited connection to the topic. Writing does not follow consistent style and/or format.	Sentence construction and word choice interferes with clarity. Transitions between paragraphs may be choppy and difficult to follow.	Minor sentence construction and word choice issues sometime interfere with clarity. Transitions between paragraphs are generally easy to follow. Appropriate conventions of style and format are used consistently.	Expresses ideas and opinions clearly and concisely in a manner appropriate to the assignment.
Formatting (10%)	Does not submit assignment materials in APA 6 format. NOTE: Gross failure to provide PROPER citations and references – particularly direct quotes – will result in sanctions as outlined in the academic honesty policy.	Multiple errors in formatting, citations, or references. NOTE: Gross failure to provide PROPER citations and references – particularly direct quotes – will result in sanctions as outlined in the academic honesty policy.	Some errors in formatting, citations, or references. NOTE: Gross failure to provide PROPER citations and references – particularly direct quotes – will result in sanctions as outlined in the academic honesty policy.	Rare errors in formatting, citations, or references. NOTE: Gross failure to provide PROPER citations and references – particularly direct quotes – will result in sanctions as outlined in the academic honesty policy.	Virtually no errors in formatting, citations, or references. NOTE: Gross failure to provide PROPER citations and references – particularly direct quotes – will result in sanctions as outlined in the academic honesty policy.

Group work is required in this course.

- Your grade for written group assignments is based on the "raw" score that the team receives on the assignment and is adjusted based on your peers' (and my) assessment of your participation in the preparation of the team assignment.
- Your grade for group presentations is based on the "raw" score that the team receives on the assignment and is adjusted based on my assessment of your participation in the presentation. ALL group members must be prepared to participate in the oral presentations
- ***All group members are equally responsible for the academic integrity of assignments submitted for the group.***

Please note, as described in the Grading Rubric above, assignments that simply meet minimum requirements will receive a "B-range" grade. To earn an "A", you must strive for excellence. Only thorough submissions, which consider all aspects of the assignment and go above and beyond the minimum requirements, will receive an "A" grade.

NOTE: There are no opportunities for "extra credit" assignments nor do I allow you to "rework" assignments for a higher grade in this graduate-level course. You should submit your best effort every time that you submit an assignment. If you wish to discuss your assignment after you review the comments that I provide, I will be happy to meet with you to go over the assignment.

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Writing Quality Standards

Please use APA Sixth Edition format for written work, including references.

Written work is graded as per the rubrics above and against these general standards.

Scoring Level	Grammar, Mechanics, Usage	Clarity and Coherence
High level of Proficiency	While there may be **minor** errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the written assignment.	Sentences are structured and words are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer's points easy to follow.
Moderate Proficiency	**Frequent** errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions **distract** the reader, but the reader is able to completely understand what the writer meant. Writing does not consistently follow appropriate style and/or format.	Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.
Minimal Proficiency	Writing contains **numerous** errors in spelling, grammar, and/or sentence structure that **interfere with comprehension**. The reader is unable to understand some of the intended meaning. Style and/or format are inappropriate for the assignment.	Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.

If you need help to improve your written communication, the following free resources are available:

- **Smarthinking** (available free in Tool section of Blackboard) – this allows students to submit **personal written material in any subject** and have it reviewed by an e-instructor within a 24-hour window (in most cases).
- **The Purdue Online Writing Lab** (http://owl.english.purdue.edu/owl/) provides free writing resources – with help in grammar, sentence structure and general writing skills
- **NEU Writing Center** - To learn more about what the Writing Center has to offer, please see the three options below and, for more details, visit: http://www.northeastern.edu/english/writing-center/
    1. In-person Consulting: Work one-on-one with a consultant, or bring a friend and work as a group. We also accept walk-in appointments; they are available on a first-come, first-served basis if a consultant is available. However, we strongly encourage you to make an appointment in advance.
    2. Email Submissions: If you are unable to come to the Writing Center for an appointment, you might consider submitting your work online. Our web consultants will comment on content development, structure, and organization; they will not mark up your text for grammar, sentence structure, or spelling. If you would like help with your grammar, an in-person appointment is the best option for you. Our web consultants check for submissions M-F, and will respond to your submission within 48 hours.
    3. Mobile Consulting: If you have a pressing deadline, or live far away from campus, consider signing up for our ***new*** mobile consulting option. Like in-person consulting, this is a real-time, 45-minute session with a Writing Consultant. Unlike Email Submissions, which have a 48-hour turn around, you get to speak immediately with a consultant about your work. Simply sign into WCOnline's new remote consulting schedule to make an appointment with one of our dedicated mobile consultants. Want to know more? Visit http://www.northeastern.edu/english/writing-center/mobile-consulting/.
- **ESL Language Co-op tutoring** - is a free service that international students (both undergrad and grad) are welcome to use. This service allows students to work 1:1 with ESL trained writing specialists. You can sign up for one-hour sessions by accessing this website: (http://neu.mywconline.net/) and making an online appointment.
- **International Tutoring Center** - is dedicated to providing international students with free, high-quality English language instruction and support in Snell Library, Room 088. To sign-up for an appointment, visit http://neu.mywconline.net/ for instructions.

If you have difficulty with oral presentations, then you may want to explore resources such as the Northeastern University "Toastmasters" Club.

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Communication/Submission of Work

Instructions for each weekly assignment are in the Assignments folder. To submit your assignments, click on the **View/Complete Assignment** link or the "**TurnItIn**" link as directed in the instructions. Attach your completed assignments and click **Submit**. Once your assignment has been graded, you will be able to view the grade and feedback provided by clicking on **Tools, View Grades** from the Northeastern University Online Campus tab or by reviewing the instructor comments in the "GradeMark" area of "TurnItIn."

A short article that outlines how you can see instructor comments in the "GradeMark" area of TurnItIn is available here: http://smartipantz.perceptis.com/neu/Content/ShowContent.aspx?id=207&type=local.

All email communication must be to my NEU Faculty account from YOUR NEU STUDENT account. **I will NOT accept assignments via email in accordance with Northeastern University policy.**

Late Submission of Work

As stated in the Student Handbook (see: http://www.cps.neu.edu/student-resources/), you must notify me and obtain my approval if you are unable to complete any assignment by the published submission deadline. **I will gladly grant extensions for assignments as long as the request is made by e-mail at least 24 hours before the due date/time**. You don't need to offer any reason for your request – you just need to show that you are planning ahead. You may request extensions within the 24-hour window (or after the due date) but the instructor reserves the right to apply "late submission" penalties as outlined below.

The request must:

- **Include the weekday, date, and time when you intend to submit the assignment**.
- **A copy to ALL team members (for group assignments)**
- Be sent to my NEU Faculty account (a.laman@neu.edu) from your NEU STUDENT ACCOUNT.

NO late submissions or extensions are available for the last week of class or for any Discussion Board participation.

Late responses with no previous arrangements for all assignments will be penalized by at least 10% for each day or portion of a

NOTE
Academic Honesty Contract

The Academic Honesty Contract is a special case. If you do not submit a properly executed Academic Honesty Contract on or before the stated due date/time during the first week of class, then your final grade will be reduced by 10% (one full letter grade). Your grade will be reduced by an additional 10% per week (or part thereof) until the contract is properly completed and submitted.

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Academic Honesty and Integrity Statement

Not only does the University view academic dishonesty as one of the most serious offenses that a student can commit while in college, but, as your instructor, I want you to know that I also take this offense **very** seriously. In addition to abiding by the laws of the university, as a future project manager, you will also need to abide by PMI's Code of Ethics & Professional Conduct (http://www.pmi.org/About-Us/Ethics/Code-of-Ethics.aspx), which includes an honesty section very similar to the academic honesty principles outlined by NEU. PMI's Code states: "As practitioners of project management, we are committed to doing what is right and honorable. We set high standards for ourselves and we aspire to meet these standards in all aspects of our lives." (PMI Code of Ethics and Professional Conduct, Section 1.1) Regarding honesty, this code reminds us that as project practitioners, we are obligated NOT to "engage in or condone behavior that is designed to deceive others…" but to "make commitments and promises, implied or explicit, in good faith". (PMI Code of Ethics and Professional Conduct, Section 5.2 & 5.3)

Please understand that I will not tolerate any instances of academic dishonesty in this course. If I suspect a student of violating our academic policy, I will notify the student and give them a chance to review my concerns. If I am not completely satisfied that there was no violation of the policy, I will refer the student to the Office of Student Conduct & Conflict Resolution (OSCCR) and in most cases, the student will immediately be given a failing grade for the course. Students will not be allowed to repeat an assignment or in any way make up for the violation. There is no excuse for academic dishonesty.

Please make sure that you completely understand what is expected of you. Academic honesty means being truthful at all times in your communications and in your conduct. It also means letting your instructor know if you are aware of any instances of academic dishonesty, even if you were not involved in the dishonest actions. While the following is not an all-inclusive list, I hope this will help you to understand some of the things instructors look for. The following is adapted from the University's policy on academic honesty and integrity; the complete policy is available at http://www.northeastern.edu/osccr/academicintegrity/index.html

Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise of any type. This may include use of unauthorized aids (notes, texts), or copying from another student's exam, paper, computer disk, etc.

Fabrication – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.

Plagiarism – intentionally representing the words or ideas of another as one's own in any academic exercise without providing proper documentation of the source by way of a footnote, endnote, or inter-textual note. Self-plagiarism (*resubmitting materials from another course or course section as new work)* is also prohibited.

Unauthorized collaboration – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual's alone. Note that if two students turn in the same paper, both students will be punished, regardless of which student did the work.

> **NOTE: Unauthorized collaboration also includes lending my work to another student**. I know that I may help my fellow students by explaining concepts to them or suggesting additional reading, but not by giving them my work, examples of my work, or answers to specific questions or exercises. I won't, for example, lend my papers, discs, computers, flash drives, or any other version of my work to other students. I know that if they copy my work, even without my permission, I will also be charged with academic dishonesty. I know that I'm expected to safeguard my work. (Also see the section on "participation in academically dishonest activities below".)

Participation in academically dishonest activities – Examples include stealing an exam; using a prewritten paper obtained through mail order or other services; selling, loaning or otherwise distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts; alternation, theft (*including the unlawful use of copyright materials*), forgery, or destruction of the academic work of others.

Facilitating academic dishonesty – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

Withholding information about dishonesty – not notifying your instructor immediately after observing a real or potential act of academic dishonesty. Examples include: (1) seeing other students take an exam together in the library or elsewhere, even if you took the exam by yourself, (2) working with a team member who tells you that the part of the team report they submitted was written by someone not on the team, or (3) hearing a student tell the teacher they couldn't come to class because they were sick when you know this isn't true.

24/7 NU Online Technical Support

Get immediate 24/7 technical support for NU Online (CPS Blackboard) by calling 855-836-3520 or email NUOnline@neu.edu.

For answers to common questions you may also visit the NU Online support portal at:
http://smartipantz.perceptis.com/neu/content/default.aspx

If you encounter any technical issues, please open a ticket with NUOnline before contacting me and provide the name of the contact person and case number (if applicable).

MyNEU Technical Support

Please contact the University help desk by calling 617-373-HELP (4357) or email help@neu.edu

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PJM 6140 Managing Troubled Projects
CPS Quarter, 6-week term On-Line Course
CRN 90940

You can access the course at http://nuonline.neu.edu/ by clicking on the course link under the "My Courses" tab.

Note: Courses you are enrolled in will not show up in CPS Blackboard until the start date of the term.

For computer access, the NEU library can be used 7 days a week: http://www.lib.neu.edu/

Required Textbook(s)/Materials

1. How to Save a Failing Project: Chaos to Control, Ralph R. Young, Steven M. Brady & Dennis C. Nagle, Jr., 2009

2. The 77 Deadly Sins of Project Management, Management Concepts, 2009

3. Case Studies from Harvard Business School
   - Ariba Implementation at MED-X Managing Earned Value
   - MediSys Corp: The IntensCare Product Development Team

Software

- **MS Office –** This software includes MS Word, MS Excel and MS PowerPoint which will be used throughout this course and assignments should be submitted in the appropriate application.

- **MS Project** (if applicable) – There is no recent version available for the Mac, but you may use one of the campus computers or a virtual workstation which provides access to MS Project. Visit myneu.neu.edu and select the MyApps Link. Windows users may also select Services and Links, and then follow the link to Free and Discounted software to purchase it at a deep discount from NEU. This software may also be used in a Windows environment on the Mac.

Other Software and Related Equipment - Optional

- **Wimba Pronto** – this free software allows us to have text chats, audio chats (if you have a headset), share a whiteboard and most importantly, share our screens so I can offer you help with your assignments. You can download this free from the Course Tools link on the left column at our Blackboard course site.

- **A headset** (headphones plus microphone) will allow you to speak with me using Wimba Pronto. I highly recommend getting this hardware to go along with Pronto. The Logitech ClearChat Comfort USB Headset, or the Plantronics Audio 470 or 500, or comparable brands/models, are recommended. Headsets can be purchased from online vendors such as amazon.com,

bestbuy.com, or newegg.com for about $30.

- **Adobe Reader 9.3** or higher – this free software is required to listen to the multimedia lectures. You can download it at www.adobe.com. You will also need speakers attached to your computer or headphones to hear the audio portion.

Course Prerequisites

Courses: PJM 6000, PJM 6010

a) Student Competencies:

- Microsoft Word, Microsoft Excel and Microsoft Power Point are used throughout. Students are expected to already be proficient in the use of these programs.
- MS Project – steps for creating, planning and managing projects are taught in the PJM 5900 course. Demos will be provided to help you use this software but you will be expected to learn this on your own if you are not a competent user.
- If required, students will be expected to complete a report and present it in APA Paper Format. Documents describing APA format are available in the course.

Course Description

One of the most significant assignments for a project manager is the management of a troubled project. This course deals with how to prevent failed and troubled projects, how to perform a project assessment/audit, how to develop a troubled project recovery plan, and how to develop a failed project shutdown plan. The course includes team presentations of case study assignments to gain experience in managing and avoiding failed and troubled projects.

Learning Outcomes

Based on satisfactory participation in this course, a student should be able to:

1. Identify failed and troubled projects
2. Define and select strategies for avoiding failed or troubled projects
3. Determine the health of a project through an audit or assessment
4. Develop a troubled project recovery plan
5. Plan and execute a failed project shutdown

In pursuing these objectives, the course will…

- Use the text and cases
- Combine theory and practice
- Combine the strategic with the tactical
- Use relevant concepts to analyze and assess cases

Course Methodology

Each week begins on Monday and ends on Sunday, except for the final week which officially ends on Saturday. Beginning on Monday of each week, you will view lecture materials, read more about the lecture topic in your

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course text and then you will complete case studies and other assignments where you will have a chance to apply what you've learned.

Each week, you will be expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Complete all lecture materials for the week.
4. Participate in the Discussion Board (see below for more information).
5. Complete and submit all assignments by the due dates. All written assignments should be clear, comprehensible and competently produced.
6. Complete all tests and exams by their due dates

Class Schedule / Topical Outline

Week	Dates	Topic	Reading	Assignments	Discussion Topics
1	7/2 – 7/8	TROUBLED AND GOOD PROJECTS	FP – Introduction DS - Numbers assigned to each lecture or chapter (See matrix) HBS Case - Ariba Implementation at MED-X -	Individual Week 1 writing assignment Team - Ariba case assignment	Introductions Blackboard Overview Syllabus Review Form Class Teams FP Intro – How to Recognize a Failed Project Troubled Project Example What are the typical problems experienced in project management? Good Project Example
			HBS Case - Ariba Implementation at MED-X - Note: This case will be the basis for your assignments for week 2 and week 4. Week 2 requires an EV analysis on the project. Week 4 requires a presentation on the case based on the reading and Earned Value results. There are suggested questions in the week 3 assignment folder that will help frame the presentation.		

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2	7/9 – 7/15	PROJECT ASSESSMENT	FP Chapter1 FP Chapter 2 FP Chapter 3 DS - See Matrix	Individual Assignment - submit your EVA excel worksheets and related graphs from the Ariba case.	Why Projects Fail Is your Project out of Control Analyzing your Project
3	7/16 – 7/22	THE RECOVERY PROCESS – REPLAN AND REBUILD THE TEAM	FP Chapter 4 FP Chapter 5 FP Chapter 6 DS - See Matrix	TEAM ASSIGNMENT – MediSys Case Mid Term Exam	Why Create a Plan How to Create a Plan Build the Team
4	7/23 – 7/29	RESCOPE AND RE-ESTIMATE THE PROJECT	FP Chapter 7 FP Chapter 8 FP Chapter 9	TEAM ASSIGNMENT –Work on MediSys Case	Team Presentation – Ariba Case Identify the Product Identify the Work Establish the Schedule
5	7/30 – 8/5	PROJECT EXECUTION – LAUNCH, EXECUTE AND MANAGE	FP Chapter 10 FP Chapter 11 FP Chapter 12 DS - See Matrix	TEAM ASSIGNMENT –Work on MediSys Case	Execute the Plan Managing External and Internal Expectations Managing Scope
6	8/6 – 8/11	OPTIMIZE AND MANAGE THE DELIVERABLES	FP Chapter 13 FP Chapter 14	Final Exam	Team Presentation MediSys Case Managing Quality Optimize the Plan Final Thoughts

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					Final Exam

Grading/Evaluation Standards

Student participation is required in all aspects of the course. Participation in discussions is defined very clearly as contributing throughout the week to all of the discussions in that week.

Minimal preparation is reading the material, and being able to summarize what it is about, what the issue is, and what you would recommend.

Superior preparation involves being able to (i) summarize the situation/problem presented by the case; (ii) recommend a solution to the discussed problem; (iii) support your recommendation with relevant details and analyses; (iv) back up your sources with correctly formatted references; and (v) discuss innovative solutions, or why obvious solutions might be discounted.

Students are expected to critically interpret the text, challenge assumptions, and use data from several sources (beyond the text), and to make their case and support their arguments.

The course grade will consist of four elements that will be weighted as follows:

Evaluation Measures	
Assignments **	30%
Discussion Board	20%
Mid Term Exam	25%
Final Exam	25%

****IMPORTANT** – When teams are assigned, the Team Project grade has two factors. The first factor is determined by the content and quality of the team presentation. The second factor will be used to adjust the individual team members' final grade based upon the peer reviews submitted by the other team mates. Teams that do not submit a peer review are deemed to be functional with no individual performance issues. For these teams, they will get the total grade assigned to the team presentation. If warranted, reported issues on the team peer review form could result in a reduced grade for the students that underperformed in the team assignments.

Grading Rubric

Letter Grade	Low	High
A	94	100
A-	90	93

B+	87	89
B	84	86
B-	80	83
C+	76	79
C	73	75
C-	70	72
F	0	69

The instructor reserves the right to scale grades as needed.

Factors that can reduce your grade are:

- Late Assignments without an excuse
- Low activity level in Discussion Board Participation
- Moderate or minimal proficiency in written assignments

Failure to complete a required assignment or exam will earn a grade of **I** (incomplete) for the course. Refer to the CPS Undergraduate and Graduate Student Handbook at:

http://www.cps.neu.edu/student-services/student-handbook.

Assignment Standards

It is suggested and encouraged that all students post their content oriented communications to the Discussion Board instead of e-mail so that all students can benefit from each others' learning

Each assignment is due on the date indicated - late assignments will not receive any points. There are no make-up dates or extensions for the assignments except for documented personal emergencies or special permission granted by the instructor in writing.

Special permission must be requested in writing to the instructor at least two days prior to the due date of the assignment. **However, no late submissions or extensions are available for the last week of class.** All work must be turned in on time or students will not be given credit for the course.

Late discussion board responses will receive no credit

Discussion Board Standards

Participation/Discussion Board

The Discussion Board is an excellent format to use to ask questions, get help and solicit other classmates' opinions and input. So that we effectively use this tool, here are the class expectations:

- Each week students must post at least one "primary response" (answering the discussion question) and two secondary responses (responses to other students' posts).
- Your participation is worth 20% of the total course grade.
- How do you get other students to interact with your posts? By posting to theirs!
- Posting something brilliant on Sunday night is too late to generate a discussion. Please post early, post often.
- Primary posts are due no later than 8:00 pm three days after the class meets to allow other students time to read and respond to your posts. For online classes, the primary post is due on Wednesday. Secondary responses are due no later than midnight the day before class and on Sunday for online classes.
- Responses should address the question or issue in a professional manner. Consider that your Manager has posed the question and respond accordingly. The quality of the response is more important than quantity.
- If there is a question of general interest, please use the Watercooler in the discussion board

Avoid the following responses:

- Simple "I agree" or "Good point" statements alone.
- Off-topic postings. Use the "Water Cooler" forum for non-course-related discussion postings or additional postings.

Late discussion board responses will receive either no or significantly reduced credit

Participation/Attendance Standards

This section only applies to blended and hybrid classes. As the weekly class session is a vital part of the learning experience, all students are expected to attend every week, be on time for the start of class, and stay until the end of class.

However, in the event of extraordinary, legitimate and unavoidable situations, students may be excused for lateness or absence. Extraordinary, legitimate and unavoidable situations include personal illness, urgent family business, work-related issues, transportation-related issues, religious requirements. If at all possible, students should let me know by e-mail about the excused absence or lateness before class.

Writing Quality Standards

Scoring Level	**Grammar, Mechanics, Usage**	**Clarity and Coherence**
High level of Proficiency	While there may be **minor** errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the written assignment.	Sentences are structured and words are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer's points easy to follow.
Moderate Proficiency –	**Frequent** errors in spelling, grammar (such as subject/verb agreements and tense), sentence	Sentence structure and/or word choice sometimes interfere with clarity.

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half grade level reduction (5%)	structure and/or other writing conventions **distract** the reader, but the reader is able to completely understand what the writer meant. Writing does not consistently follow appropriate style and/or format.	Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.
Minimal Proficiency – full grade level reduction (10%)	Writing contains **numerous** errors in spelling, grammar, and/or sentence structure which **interfere with comprehension**. The reader is unable to understand some of the intended meaning. Style and/or format are inappropriate for the assignment.	Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.

If you need help to improve your written communication, the following free resources are available:

- **Smarthinking** (available free in Tool section of Blackboard) – this allows students to submit **personal written material in any subject** and have it reviewed by an e-instructor within a 24-hour window (in most cases).
- The Purdue Online Writing Lab (http://owl.english.purdue.edu/owl/) provides free writing resources – with help in grammar, sentence structure and general writing skills

Communication/Submission of Work

In the Assignments folder, click on the View/Complete Assignment link to view each assignment. Attach your completed assignments here and click Submit. Once your assignment has been graded, you will be able to view the grade and feedback provided by clicking on Tools, View Grades from the Northeastern University Online Campus tab.

Each week there are homework assignments. Every student will be expected to conduct research in the completion of these assignments. **All written assignments are due when indicated in the assignment description.**

Late Submission of Work

As stated in the Student Handbook at http://www.cps.neu.edu/student-services/student-handbook, you must notify me and obtain my acceptance if you are unable to complete any assignment by the published submission deadline. I will gladly grant extensions for assignments (but not for the Discussion Board) as long as the request is made through e-mail at least 24 hours before the due date. **However, no late submissions or extensions are available for the last week of class.** All work must be turned in on time or students will not be given credit for the course.

Academic Honesty and Integrity Statement

The University views academic dishonesty as one of the most serious offenses that a student can commit while in college and imposes appropriate punitive sanctions on violators. Here are some examples of academic dishonesty. While this is not an all-inclusive list, we hope this will help you to understand some of the things instructors look for. The following is excerpted from the University's policy on academic honesty and integrity; the complete policy is available at http://www.northeastern.edu/osccr/academichonesty.html

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- *Cheating* – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise. This may include use of unauthorized aids (notes, texts) or copying from another student's exam, paper, computer disk, etc.

- *Fabrication* – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.

- *Plagiarism* – intentionally representing the words or ideas of another as one's own in any academic exercise without providing proper documentation by source by way of a footnote, endnote or inter-textual note.

- *Unauthorized collaboration* – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual's.

- *Participation in academically dishonest activities* – Examples include stealing an exam, using a prewritten paper through mail order or other services, selling, loaning or otherwise distributing materials for the purpose of heating, plagiarism, or other academically dishonest acts; alternation, theft, forgery, or destruction of the academic work of others.

- *Facilitating academic dishonesty* – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

24/7 NU Online Technical Support
Get immediate 24/7 technical support for NU Online by calling 855-836-3520 or email NUOnline@neu.edu.

For answers to common questions you may also visit the NU Online support portal at:
http://smartipantz.perceptis.com/neu/content/default.aspx

MyNEU Technical Support
Please contact the University help desk by calling 617-373-HELP (4357) or email help@neu.edu

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PJM 6145 Global Project Management
1st half 6 week term, Blended course

You can access the course at http://nuonline.neu.edu/ by clicking on the course link under the "My Courses" tab.

***Please Note:* Courses you are enrolled in will not show up in CPS Blackboard until the start date of the term.**

For computer access, the NEU library can be used 7 days a week: http://www.lib.neu.edu/

Instructor Message

Welcome to **PJM 6145 – Global Project Management**. This is an on-line class. You will find all assignments, lectures, discussions, exams and exercises online at NEU Online. This syllabus provides an overview of the course. It refers to some, but not all, of the assignments, discussions, etc. In the event of any difference between the online postings and the syllabus**, the Blackboard on-line posting takes precedence**. Also note: the syllabus is a living document which may evolve as we learn more about each other and gain experience in working together. Any changes to the syllabus will be minor and will be designed to enhance the course offering in a way that better accommodates the learning experience and the attainment of the specified learning objectives.

Required Textbook(s)/Materials

The materials required include a Harvard Business Review "Course Pack" and 1 textbook (Project Management, the management process, 5th Edition). There is one recommended text (A Guide to the Project Management Body of Knowledge (PMBOK).

1. **HBR Course Pack**

   The following course pack has been created on Harvard Business Online.
   Course Number: PJM6145 – Global Project Management Winter 2012
   Course Pack Editor: Professor Richard J. Kennedy

   Click on the following link to order the course materials from the Harvard Business Online website
   Course link: http://cb.hbsp.harvard.edu/cb/access/12938953 If you have not registered with Harvard Business Online, you will be required to do so.

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Note that product formats may differ; some may require that a hard copy be shipped to you via air mail. Electronic course materials are in PDF (Portable Document Format) and should be viewed with Adobe Reader, available free at www.adobe.com.
Students can access PDF files for course materials via a link on Harvard Business Online for six months from the date of purchase.
You will have immediate access to the materials upon placing your order, for subsequent access, you must login to www.hbsp.harvard.edu
I hope you find this a convenient way to access your course materials.
For technical assistance, please click here for some Quick Tips or contact Harvard Business School Publishing at 1-800-810-8858 or 617-783-7700. They are open 8am-6pm Eastern Standard Time. They can also be reached at techhelp@hbsp.harvard.edu

Course Pack Contents

What Is a Global Manager? (HBR Classic) *by Christopher A. Bartlett, Sumantra Ghoshal*
Product Type: Harvard Business Review Article
Product#: R0308F
Pub. Date: 08/01/2003
Length: 9p

Siemens AG: Global Development Strategy (A) *by Stefan Thomke, Ashok Nimgade*
Product Type: Case (Field)
Product#: 9-602-061
Pub. Date: 10/16/2001
Length: 27p

Siemens AG: Global Development Strategy (B) *by Stefan Thomke, Ashok Nimgade*
Product Type: Supplement (Field)
Product#: 9-602-062
Pub. Date: 10/19/2001
Length: 3p

An Outsourcing Checklist *by Paul Michelman*
Product Type: Harvard Management Update Article
Product#: U0504E
Pub. Date: 04/01/2005
Length: 1p

How to Think Strategically About Outsourcing *by Martha Craumer*
Product Type: Harvard Management Update Article
Product#: U0205B
Pub. Date: 05/01/2002
Length: 3p

The Art of Managing Virtual Teams: Eight Key Lessons *by Charles Wardell*
Product Type: Harvard Management Update Article
Product#: U9811B
Pub. Date: 11/01/1998
Length: 2p

Can Absence Make a Team Grow Stronger? *by Ann Majchrzak , Arvind Malhotra , Jeffrey Stamps , Jessica Lipnack*
Product Type: Harvard Business Review Article
Product#: R0405J
Pub. Date: 05/01/2004

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Length: 8p

Transformational Outsourcing *by Jane C. Linder*

Product Type: SMR Article
Product#: SMR126
Pub. Date: 12/01/2004
Length: 9p

The Discipline of Teams (HBR Classic) *by Jon R. Katzenbach , Douglas K. Smith*

Product Type: Harvard Business Review Article
Product#: R0507P
Pub. Date: 07/01/2005
Length: 9p

Developing Leaders for the Global Frontier *by Allen Morrison; J. Stewart Black; Hal B. Gregersen*

Product Type: Management Review
Product#: SMR039-PDF-ENG
Pub. Date: Oct 01, 1998
Length: 14p

Coloplast A/S - Organizational Challenges in Offshoring *by Torban Pedersen; Jacob Pyndt; Bo Nielsen*

Product Type: Ivey School of Business
Product#: 908M31-PDF-ENG
Pub. Date: Jul 25, 2008
Length: 16p

2. **Project Management, the managerial process, 5th Edition – Available from the NU Bookstore (Note: If students have a copy of the 4th Edition, it can be used in lieu of the 5th Edition with guidance from the instructor.)**

ISBN:	ISBN 978-0-07-742692-7
MHID:	0-07-742692-4
Date Published:	2011
Format:	Hard Cover with student CD and MS Project trial software CD
Publisher:	McGraw-Hill/Irwin
Author:	Clifford F. Gray and Erik W. Larson

Project Management: The Managerial Process, 5e, is distinguished by its balanced treatment of both the technical and behavioral issues in project management as well as by its coverage of a broad range of industries to which project management principles can be applied. It focuses on how project management is integral to the organization as a whole. The 5th edition reflects the latest changes found in the practice. For the purpose of the Global Project Management course, the relevant material is essentially the same in both the 4th and 5th editions. Other texts discuss the topics covered in this text but they do not view oversight as the project manager's operating environment, as does Larson/Gray.

Ordering the ebook version of the Gray-Larson Textbook

As an alternative to the hardcopy of the Gray-Larson Textbook, an eBook version is available.
The ebook version of the Gray-Larson textbook may be ordered from McGraw-Hill Higher Education eBookstore by Primus at:

https://ebooks.primisonline.com/eBookstore/index.jsp

Click ***Browse electronic versions of McGraw-Hill's market leading textbooks***.

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Follow the instructions for registration and navigate to Business & Economics.

- Operations Management and Decision Science

Scroll down and select the 5th Edition of Gray-Larson

I recommend that you then select the option to buy the Adobe Download.
This way you can access your eBook when not connected to the Internet

Recommended Reference Text/Materials

A Guide to the Project Management Body of Knowledge (PMBOK) – Fourth Edition

We will not cover all sections of the PMBOK, nor will we be covering it in any great detail in this course. However, the PMBOK is a guide that is used for many of the CPS Project Management courses. The NU library has an electronic copy available for reference. You can link to it from: http://nucat.lib.neu.edu/record=b2282590~S13 (click where it says View book online).
All project management students who are interested in getting certified as Project Management Professionals (PMP) by the Project Management Institute (PMI) need to become familiar with all sections of the PMBOK.

The PMBOK is available in the Northeastern University book store and in both Paperback and CD Versions from the Project Management Institute (PMI). The CD version will allow you to use hotlinks and to quickly search the PMBOK.

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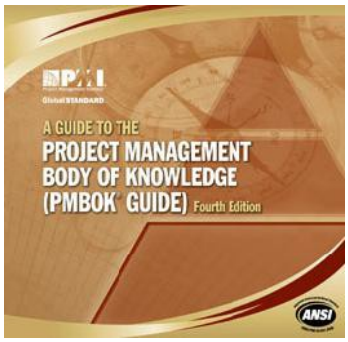

Date Published: 2008
Publisher: Project Management Institute
Author: Project Management Institute

CD Version
ISBN13: **9781933890746**
PMI Product ID: **00101097501**
Format: Single User

Paperback Version
Number of Pages: 459
ISBN13: **9781933890517**
PMI Product ID: **00101095501**
Format: Paperback

Ordering the PMBOK CD Version Directly from PMI

To order the PMBOK 4th Edition CD version directly from PMI use the following link:
http://www.pmi.org/Marketplace/Pages/ProductDetail.aspx?GMProduct=00101097501

Software

- **Microsoft Office® –** This software includes MS Word®, MS Excel®, and MS PowerPoint® which will be used throughout this course. Assignments should be submitted in the appropriate application.

Course Prerequisites

PJM 6000, Project Management Practices – Although not required for course registration, Project Management Practices is a recommended course prerequisite.
This PJM 6045 course is recommended for students who have:

- Completed at least a combined 18 qh of project management and leadership courses, or with at least three years of project management experience
- An interest in pursuing a career in global project management.

The student is responsible for being familiar with the material covered in the PJM 6000 (PM 3200) course prior to beginning the PJM6145 course.

a) Student Competencies:
   - Microsoft Word, Microsoft Excel and Microsoft Power Point are used throughout. Students are expected to already be proficient in the use of these programs.
   - Students will be expected to use basic APA writing standards for any papers. For example, title page with author name, double-spaced, 1" margins, 10 or 12 pt., references, etc.

Course Description

In the global economy of this century, most major projects have international elements and components. Consequently, state-of-the-art project management must recognize the special aspects of dealing in an international environment. This course builds upon the foundation courses in the NU Project Management program and expands the vision to encompass the global aspects of the project management profession. It encompasses global elements of international environmental factors, national differences, cultural differences, outsourcing, virtual project management and global leadership. There are many national and international project management organizations and methodologies; we shall touch upon some of them.

In addition to text book material, the course utilizes a Harvard University "Course Pack" of papers and case studies that has been customized for this course. We will analyze and discuss international case studies in order to gain an understanding of practical global project management challenges that have been faced by some companies. These provide valuable lessons learned regarding practices which have worked and those that have not. Students will have an opportunity to work in team to analyze the case studies and present their own perspective on the cases.

Although there will be some discussion of tools that may be useful for global projects, the use and application of specific tools will not be covered in the course.

There will be flexibility in the course based upon the number of students and student backgrounds, work experience, and goals.

Learning Outcomes

In the global economy of this century, most major projects have international elements and components. Consequently, state-of-the-art project management must recognize the special aspects of dealing in an international environment. This course builds upon the foundation courses in the NU Project Management program and expands the vision to encompass the global aspects of the project management profession. It encompasses global elements of international environmental factors, national differences, cultural differences, outsourcing, virtual project management and global leadership. There are many national and international project management organizations and methodologies; we shall touch upon some of them.

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Although there will be some discussion of tools that may be useful for global projects, the use and application of specific tools will not be covered in the course.

There will be flexibility in the course based upon the number of students and student backgrounds, work experience, and goals.

Course Methodology

Each week begins on Monday and ends on Sunday, except for the final week which officially ends on Saturday. Beginning on Monday of each week, you will view lecture materials, read more about the lecture topic in your course text and then you will complete case studies and other assignments where you will have a chance to apply what you've learned.

Each week, you will be expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Complete all lecture materials for the week.
4. Participate in the Discussion Board.
5. Complete and submit all assignments by the due dates. Written assignments must be clear, concise, comprehensible, and in accordance with the writing quality and basic formatting requirements specified elsewhere in this document.
6. Complete all quizzes/tests/exams by the due date **and within the specified time limit**.

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Class Schedule / Topical Outline

The assignments table uses the following abbreviations:

GL ***Project Management, The Managerial Process*** McGraw Hill Irwin ***Project Management, The Managerial Process*** by Clifford F. Gray and Erik W. Larson, Third Edition

HBR/CP ***Harvard Business Online Course Pack***

PMBOK ***Project Management Body of Knowledge*** by Project Management Institute

Week	Topic	Assignments
Lecture 1	**ENVIRONMENTAL FACTORS** **AGENDA** • **Instructor Introduction** • **Student Introductions** – **Discussion board intr duction** – **Biography submitted t o me to provide additional information regarding your background and experience. This will lso help in setting up balanced teams for the teamwork assignments.** • **Teams** – **Formation of Teams** – **Protocol for Teams** • **Blackboard Overview** – **Announcements posted on Blackboard will also be sent via E-mail.** – **Group pages will be provided to all teams.** • **Syllabus Review** • **Student FAQs Review** • **PMBOK** – **Project Management Processes apply globally and across industry groups.** – **Determining what processes and degree of rigor are appropriate for a global project** – **Process Interactions** • **Multinational Project Management** – **Project Categories** – **Environmental Factors** – **Project Site Selection** – **Dimensions of culture** • **Team Assignment 1 (TA 1)- Siemens Case Study Overview**	**BIOGRAPHICAL SUMMARY due end of day Thursday** **DISCUSSIONS** • **Based upon Lecture Material and Readings, answer the question(s) posted in the Blackboard Discussion Board. Complete weekly discussion topic(s) with initial response by end of day Wednesday and secondary response to at least one other student by noon Saturday of this week.** • **Introduce yourself (due 8 PM Wednesday of the first week).** **REQUIRED READINGS** • **Siemens Case Study** – **HBR/CP - Siemens AG: Global Development Strategy (A)** – **HBR/CP - Siemens AG: Global Development Strategy (B)** • **HBR/CP - What is a Global Manager?** • **GL Chapter 15 – International Projects (*5th Edition pp. 533-558, 4th Edition pp. 489 – 512)*** • **PMBOK – Chapter 3: Project Management Processes for a Project** **ASSIGNMENTS:** • **In addition to the short bio submitted for fellow students on the Blackboard Discussion, submit a more detailed biography to me that will not be shared with other students. Submit by end of dayThursday.** • **Team Assignment 1 – posted on Blackboard.**

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Week	Topic	Assignments

Lecture 2	**CROSS-CULTURAL CONSIDERATIONS**
	AGENDA
	• **PMBOK**
	  • **Project Human Resource Manag ment in the Global Environment**
	• **Multinational Project Management (co nt.)**
	  • **Cross-Cultural Considerations**
	  • **Lecture Supplement**
	  • **Culture Shock**
	  • **What is a Global Manager?**
	  • **Kiss, Bow, or Shake Hands**
	  • **Importance of culture**
		ONLINE SIEMENS CASE STUDY QUIZ
		• **Quiz covers the following reading assignments:**
		  – **HBR/CP - Siemens AG: Global Development Strategy (A)**
		  – **HBR/CP - Siemens AG: Global Development Strategy (B)**
		  – **Open from noon Wednesday of Week 2 through 8 PM Friday of Week 2.**
		  – **10 Multiple Choice and Multiple Answer Questions**
		DISCUSSION
		• **Based upon Lecture Material and Readings, answer the question(s) posted in the Blackboard Discussion Board. Complete weekly discussion topic(s) with initial response by end of day Wednesday and secondary response to at least one other student by noon Saturday of this week.**
		REQUIRED READINGS
		  • **PMBOK Chapter 9 Project Human resource Management**
		  • **GL Chapter 3 – Organization: Structure & Culture Projects (5th Edition pp. 79-87558, 4th Edition pp. 71-78)**
		  • **GL Chapter 15 – International Projects (5th Edition pp. 533-558, 4th Edition pp. 489-512)**
		  • **Cross Cultural Considerations Lecture Supplement which will be posted on Blackboard under Week 2 Lecture Material**
		HOMEWORK
		• **Submit Team Assignment 1 (TA 1): Siemens Case Study**
		  – **This assignment is based on the following reading assignments:**
		  ✓ **HBR/CP - Siemens AG: Global Development Strategy (A)**
		  ✓ **HBR/CP - Siemens AG: Global Development Strategy (B)**
		  – **Due for Class 2 (submit Power Point by noon Tuesday of Week 2).**
		  – **PowerPoint presentation, 10 slides maximum:**
		  ✓ **Why should a company consider building a global R & D network?**
		  ✓ **How would you solve the Siemens' NetManager crisis?**
		  ✓ **Make a recommendation for ICN's future Global R&D Strategy.**
		ASSIGNMENTS:
		• **Team Assignment 2 – posted on Blackboard.**

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Week	Topic	Assignments
Week 3	**OVERSIGHT & OUTSOURCING** **AGENDA** • Project Oversight • Phase Gate Methodology • Organization Project Manage nent Maturity • Unresolved Issues Confrontin ; Project Managers • Career Issues and Paths • HBR/CP - An Outsourcing C ecklist • HBR/CP - How to Think Stra tegically about Outsourcing **Project Selection & Initiation**	**DISCUSSION** • Based upon Lecture Material and Readings, answer the question(s) posted in the Blackboard Discussion Board. Complete weekly discussion topic(s) with initial response by end of day Wednesday and secondary response to at least one other student by noon Saturday of this week. **REQUIRED READINGS** • GL Chapter 12 – Outsourcing: Managing Inter-organizational Relations (5th Edition pp. 418-439, 4th Edition pp. 389 – 407) • GL Chapter 16 – Oversight (5th Edition pp. 564-579, 4th Edition pp. 519 – 538) • HBR/CP - An Outsourcing Checklist • HBR/CP - How to Think Strategically about Outsourcing **HOMEWORK** • Submit Team Assignment 2 (TA 2): The Global project Manager • This assignment is based on Lectures 1 and 2 and the following reading assignments: – HBR/CP - What is a Global Manager? – GL Chapter 15 – International Projects (5th Edition pp. 533-558, 4th Edition pp. 489 – 512) • Due for Class 3 (submit Power Point by noon Tuesday of Week 3). • One PowerPoint presentation (10 slides maximum) – Approximately 5 slides ✓ What are the top five characteristics that differentiate a global project manager from other non-global project managers? ✓ Why are these different for a global project manager? – Approximately 5 slides ✓ You have never before managed a global project. You have just been assigned to manage an e-commerce software development project with: ✓ The customer in England ✓ Software development done in India ✓ The Web site to be deployed in Germany. ✓ What are the top five steps that you would take immediately to prepare yourself for this challenging new assignment? **ASSIGNMENTS:** • Team Assignment 2 – posted on Blackboard. ✓

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Week	Topic	Assignments

Lecture 4	**VIRTUAL TEAMS**
	AGENDA
	• Best Practices in Outsourcing Project Work
	• The Art of Negotiating
	• Managing Customer Relations
	• Contract Management
	  • Fixed-Price Contracts
	  • Cost-Plus Contracts
	• HBR/CP - The Art of Managing Virtual Teams: Eight Key Lessons
	• HBR/CP - Can Absence Make a Team Grow Stronger?
	• HBR/CP -Transformational Outsourcing
		MIDTERM EXAM – may be OnLine
		• Lectures 1 through 3 covering:
		  – Slides
		  – Slide Notes
		  – Cross Cultural Lecture Supplement
		  – All reading Assignments including assigned Course Pack Material
		• 25 multiple choice and multiple answer questions.
		• Open at 8 AM EST Thursday of Week 4
		• Closed at 8 PM EST Saturday of Week 4
		DISCUSSION
		• Based upon Lecture Material and Readings, answer the question(s) posted in the Blackboard Discussion Board. Complete weekly discussion topic(s) with initial response by end of day Wednesday and secondary response to at least one other student by noon Saturday of this week.
		REQUIRED READINGS
		• GL Chapter 12 – Outsourcing: Managing Inter-organizational Relations (5th Edition pp. 418-439, 4th Edition pp. 389 – 407)
		• HBR/CP - The Art of Managing Virtual Teams: Eight Key Lessons
		• HBR/CP - Can Absence Make a Team Grow Stronger?
		• HBR/CP -Transformational Outsourcing
		ASSIGNMENT
		• Team Assignment 3 – posted on Blackboard.

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Week	Topic	Assignments
Lecture 5	**DEVELOPING LEADERS** **AGENDA** • The Discipline of Teams – What differentiates a team from other groups? – Building Team Performance • Developing Leaders for the Global Frontier – Challenges of leading organizations into new, unmapped outposts of the global marketplace. – Characteristics of Global Leaders • Coloplast A/S – Organizational Challenges in Offshoring – Company History and Overview – Strategy 2008 – Offshoring to Tatabanya, Hungary – Internal Organizational Challenges – Communication and Employee Commitment	**DISCUSSION** • Complete weekly discussion topic(s) with initial response by end of day Wednesday and secondary response to at least one other student by noon Saturday of this week. • Based upon Lecture Material and Readings, answer the question(s) posted in the Blackboard Discussion Board. **REQUIRED READINGS** • HBR/CP - The Discipline of Teams (HBR Classic) by Jon R. Katzenbach , Douglas K. Smith • HBR/CP - Developing Leaders for the Global Frontier • HBR/CP - Coloplast A/S - Organizational Challenges in Offshoring
Lecture 6	**CHALLENGES** **AGENDA** • Study for Final Exam	**FINAL EXAM – May be OnLine** • Lectures 4 through 5 covering: – Slides – Slide Notes – All reading Assignments including Case Studies. – 25 multiple choice and multiple answer questions. – Open at 8 AM EST Thursday of Week 6 – Closed at 8 PM EST Saturday of Week 6 **HOMEWORK** • Submit Team Assignment 3 (TA 3): Coloplast Case Study • This assignment is based on the following reading assignment: • HBR/CP - Coloplast A/S - Organizational Challenges in Offshoring • Due by 8 PM EST on Thursday of Week 6. • One PowerPoint presentation • No more than 3 slides • What were the main factors determining the choice of location in Hungary? • No more than 3 slides • What are the arguments for Offshoring versus outsourcing? • No more than 3 slides • Identify and discuss the challenges associated with knowledge transfer between the Danish headquarters and the Hungarian production subsidiary. • No more than 3 slides • What are the organizational challenges facing Coloplast if they want to establish production in China?

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Grading/Evaluation Standards

The instructor reserves the right to scale grades as needed.
The weights assigned to each component of course work are:

Component	Weight
• **Participation in Weekly Discussion Board**	**10%**
• **Siemens Case Study Quiz**	**4%**
• **Mid-term Exam**	**25%**
• **Final Exam**	**25%**
• **Team Assignment & Presentation 1 Siemens Case Study**	**7%**
• **Team Assignment & Presentation 2 The Global Project Manager**	**7%**
• **Team Presentation 3 Coloplast Case Study**	**7%**
• **Peer Evaluation**	**5%**
• **Individual assignments**	**10%**
Total	**100%**

Grading Scoring - Level of Performance

Letter Grade	Low	High
A	94	100
A-	90	<94
B+	87	<90
B	84	<87
B-	80	<84
C+	76	<80
C	73	<76
C-	70	<73
F	0	<70

Please Note: *The instructor reserves the right to scale grades in an equitable manner, as needed.*
Factors that can reduce a student's grade are:

- Late assignments without a very valid excuse.
- Low activity level and low quality Discussion Board participation.
- Moderate or minimal proficiency in written assignments.
- Late submittal of online exams and/or exceeding the specified time limit.

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Exams

Exams will be given Online

Case Study Quiz, Midterm and Final Exam Restrictions

All Blackboard exams must be taken using the Mozilla Firefox browser. Microsoft Internet Explorer is incompatible with Blackboard exam features *even if you are running in compatibility mode* and *WILL* periodically lock up during an exam, preventing you from finishing the exam.

Since you will only be able to take the actual course quizzes and exams once and must complete these in one sitting, it is your responsibility to ensure that the system you will be using has a stable Internet connection and has been fully tested.

- Make sure that you have a stable Internet connection and are using the Mozilla Firefox browser. The exam cannot be restarted.
- Each exam may have multiple choice, multiple answer and/or essay questions; the questions and answer choices will often be randomized so even though students will see the same questions, they may be presented in a different format.
- Multiple answer questions on each exam will not give partial credit.
    - For example a question that lists 4 possible answers where three are a correct match, will not get partial credit if all three are not checked as correct.
- The questions will be drawn from
    - Lectures/Slides
    - Slide Notes
    - Reading assignments
    - Case Studies
    - Discussion Topics
- The case study quiz will have 10 questions but the mid-term and final will probably have 25 questions. Quizzes/Exams/Tests must be completed in one sitting. Total exam time limit will be specified before you take the test.
- The questions in a test may be presented one at a time or all at once but in either case, there is no time limit on individual questions.
- Once the student starts the exam, the entire exam must be completed in one sitting; the exam cannot be restarted.
- When you complete the exams, you will typically be able to view your score unless there are essay questions to be graded after submission.

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Discussion Board Participation Standards

Note: Please use the Discussion Board for all content-oriented communication (instead of e-mail) so that all students can benefit from one another's learning.

- Information regarding the Discussion Board questions provided in the Class Schedule/Topical Outline section of this syllabus is subject to change. In the event of any difference between the online Blackboard posting and the syllabus, the online posting takes precedence.
- Each week you are expected to post at least one "primary response" (answering a discussion question) and at least one "secondary response" (responses to other student's posts) to each discussion thread.
- There may be one or two discussion questions posted in any one week.
- Participation in the Discussion Board and class discussion is worth 10% of the total course grade.
- Responses must be substantive. (For example, clearly explain a skill, concept, tool or technique; provide examples; explore advanced topics raised through the discussion with other students; and/or clarify a point with which another student may be struggling) and add value to the week's discussion.

High quality responses will show evidence of some research and/or real life experiences that will contribute value for other students.

In drafting responses, please keep the following guidelines in mind:

- Be timely in responses. Late responses do not allow time for others to read and respond and therefore will not be counted toward the student's grade.
- Be brief and to the point with sufficient detail; quality is much more important than quantity.
- Address the subject, topic, question or issue in a professional manner as you would if it were posed by senior management.
- Provide worthwhile critiques and questions.
- Make sure your submission adds substantially to the discussion.
- Be collaborative, not combative, but do not avoid challenging.
- Provide rationale on why you agree or disagree with another student's submission.
- Be positive in approaching the subject matter.
- Responses to your own primary response will not contribute to your discussion grade.
- Post "general questions" (those not specifically directed to a posted Discussion Question) in the Water Cooler discussion thread so that all students may benefit.

Avoid the following responses:

- Simple "I agree" or "Good point" statements alone.
- Off-topic postings. (Use the "Water Cooler" forum for other topics, general comments, non-course-related discussion postings or additional postings.)
- Overly long threads; keep in mind everyone is busy!
- Anything that could be interpreted as offensive by a fellow classmate.
- Avoid off-color humor and language; at all times maintain courtesy and respect towards the other members of the class.

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Initial response to a discussion must be posted by end of day three (Wednesday) of the current course week.

Secondary responses to a discussion must be posted by noon of day five (Saturday) of the current course week.

At that time, the discussion will be closed; no further postings will be graded.

Remember that the purpose is to initiate discussion so waiting until the last moment does not provide others with an opportunity to evaluate your comments and respond.

Without timely initial and secondary responses, the purpose of the discussions will not be met, namely a discussion between students on the weekly topic.

Discussion Grading Rubric

Component	Weight
Initial Response	**50%**
Secondary Response to Another Student	**50%**
Total	**100%**

Each component (initial and secondary responses) will be graded individually based on quality using the standard letter grading system.

Participation/Attendance/Tardiness Standards

This is an on-line course. Active participation is expected as are timely responses to the instructor and other students.

Writing Quality Standards

Scoring Level	Grammar, Mechanics, Usage	Clarity and Coherence
High level of Proficiency	While there may be **minor** errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the written assignment.	Sentences are structured and words are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer's points easy to follow.
Moderate Proficiency – half grade level reduction (5%)	**Frequent** errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions **distract** the reader, but the reader is able to completely understand what the writer meant.	Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing

	Writing does not consistently follow appropriate style and/or format.	easy to follow.
Minimal Proficiency – full grade level reduction (10%)	Writing contains **numerous** errors in spelling, grammar, and/or sentence structure which **interfere with comprehension**. The reader is unable to understand some of the intended meaning. Style and/or format are inappropriate for the assignment.	Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.

If you need help to improve your written communication, the following free resources are available:

- **Smarthinking** (available free in Tool section of Blackboard) – this allows students to submit **personal written material in any subject** and have it reviewed by an e-instructor within a 24-hour window (in most cases).
- The Purdue Online Writing Lab (http://owl.english.purdue.edu/owl/) provides free writing resources – with help in grammar, sentence structure and general writing skills

Communication/Submission of Work

In the Assignments folder, click on the View/Complete Assignment link to view each assignment. Attach your completed assignments here and click Submit. Once your assignment has been graded, you will be able to view the grade and feedback provided by clicking on Tools, View Grades from the Northeastern University Online Campus tab.

Each week there are homework assignments. Every student will be expected to conduct research in the completion of these assignments.

Late Submission of Work

Each assignment is due on the date indicated - late assignments will be penalized. There are no make-up dates or extensions for the assignments except for documented personal emergencies or special permission granted by the instructor in writing. Special permission must be requested in writing to the instructor at least two days prior to the due date of the assignment.

Academic Honesty and Integrity Statement

The University views academic dishonesty as one of the most serious offenses that a student can commit while in college and imposes appropriate punitive sanctions on violators. Here are some examples of academic dishonesty. While this is not an all-inclusive list, we hope this will help you to understand some of the things instructors look for. The following is excerpted from the University's policy on academic honesty and integrity; the complete policy is available at http://www.northeastern.edu/osccr/academichonesty.html

- *Cheating* – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise. This may include use of unauthorized aids (notes, texts) or copying from another student's exam, paper, computer disk, etc.

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- *Fabrication* – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.

- *Plagiarism* – intentionally representing the words or ideas of another as one's own in any academic exercise without providing proper documentation by source by way of a footnote, endnote or inter-textual note.

- *Unauthorized collaboration* – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual's.

- *Participation in academically dishonest activities* – Examples include stealing an exam, using a prewritten paper through mail order or other services, selling, loaning or otherwise distributing materials for the purpose of heating, plagiarism, or other academically dishonest acts; alternation, theft, forgery, or destruction of the academic work of others.

- *Facilitating academic dishonesty* – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

24/7 NU Online Technical Support
Get immediate 24/7 technical support for NU Online by calling 855-836-3520 or email NUOnline@neu.edu.

For answers to common questions you may also visit the NU Online support portal at:
http://smartipantz.perceptis.com/neu/content/default.aspx

MyNEU Technical Support
Please contact the University help desk by calling 617-373-HELP (4357) or email help@neu.edu

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PJM 6705 – Portfolio Management in the Enterprise Environment
Section 01
CRN# 80662

Course Prerequisites
PJM 6000
PJM 6025 is strongly recommended
PJM 6015 is recommended

Syllabus: This syllabus is not a static document. It may be updated and modified slightly before and during the course. You must follow the Blackboard version throughout the semester as assignments, requirements, and information may be updated. The Course Materials section of the course website will be your primary information source.

You can access the course at http://nuonline.neu.edu/ by clicking on the course link under the "My Courses" tab.

Note: Courses you are enrolled in will not show up in CPS Blackboard until the start date of the term.

Required Text(s)/Software/Tools:

1. TheStandard forPortfolioManagement®[1]

   Author: Project Management Institute
   Edition: Second Edition
   Date Published: 2008
   Publisher: Project Management Institute
   ISBN-13: 9781933890531
   Number of Pages: 146
   Format: Paperback

2. AGuidetotheProject Management Body ofKnowledge(PMBOK®Guide)[2]

   Author: Project Management Institute
   Edition: Fifth Edition*
   Number of Pages: 589 pages
   ISBN-13: 9781935589679
   Date Published: 5th Edition, January 2013
   Publisher: Project Management Institute

[1] The Standard for Portfolio Management is a registered mark of the Project Management Institute, Inc.

[2] PMBOK Guide is a registered mark of the Project Management Institute, Inc.

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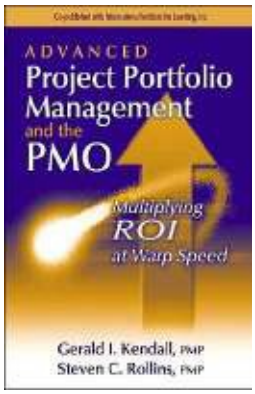
*Please note that students are required to use the 5th edition of the PMBOK Guide.

3. Advanced Project PortfolioManagement andthePMO:MultiplyingROIatWarpSpeed



Date Published:	2003
Publishers:	International Institute for Learning J. Ross Publishing
Authors:	Gerald I. Kendall & Steven C. Rollins
Edition:	First Edition
ISBN:	1932159029
Number of Pages:	434
Format:	Hardcover

This comprehensive book covers the strategy, tactics, and processes needed for successful project portfolio management. The author delineates four processes that get a PMO off the ground much faster, driving bottom-line value almost immediately. This book offers value added web content, namely free materials available for download from the Web Added Value™ Resource Center at http://www.jrosspub.com.

Software &RelatedEquipment

- Wimba Pronto – this free software allows us to have text chats, audio chats (if you have a headset), share a whiteboard and most importantly, share our screens so I can offer you help with your assignments. You can download this free from the Course Tools link on the left column at our Blackboard course site.
- A headset (headphones plus microphone) will allow you to speak with me using Wimba Pronto. I highly recommend getting this hardware to go along with Pronto. The Logitech ClearChat Comfort USB Headset, or the Plantronics Audio 470 or 500, or comparable brands/models, are recommended. Headsets can be purchased from online vendors such as amazon.com, bestbuy.com, or newegg.com for about $30.

- Adobe Reader9.3 or higher – this free software is required to listen to the multimedia lectures. You can download it at www.adobe.com. You will also need speakers attached to your computer or headphones to hear the audio portion.
- MS Project – Please note that all assignments requiring MS Project must be submitted in MS Project 2007 format. There is no recent version available for the Mac, but you may use one of the campus computers or a virtual workstation which provides access to MsProject. Visit myneu.neu.edu and select the MyAppsLink. Windows users may also select Services and Links, then follow the link to FreeandDiscountedsoftware to purchase it at a deep discount from NEU. This software may also be used in a Windows environment on the Mac.

Course Prerequisites
PJM 6000
PJM 6025 is strongly recommended
PJM 6015 is recommended

(This course should be taken toward the end of the program.)

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Course Description

Defines the strategies, processes, methods of information, analysis, and preferred deliverables of an effective portfolio management approach. An ever-increasing number of project managers are being asked to manage multiple, sometimes interrelated, complex projects. This is now a cornerstone skill for a senior project manager. Offers students an opportunity to learn how to identify, select, and de-select in order to develop a balanced and desirable mix of projects to nurture by means of project termination decisions and management, as well as to attain a knowledge of the components, significance, and challenges of implementing enterprise-level project portfolio management (PPM) based upon the organization's strategic business goals.

Course Outcomes

Based on satisfactory participation in this course, a student should be able to:

1. Utilize best practices for linking the project portfolio to the organization's strategic objectives
2. Understand and apply best practices in the 11-step PMI aligning process for portfolio management
3. Understand and apply best practices in the 3-step PMI Monitoring and controlling process for portfolio management
4. Identify and manage portfolio risks
5. Develop a PMO charter that successfully supports an organization's strategic goals
6. Implement a PMO that supports the organization and its portfolio management

Course Methodology

Each week begins on Wednesday and ends on Tuesday, except for the final week which officially ends on Saturday. Beginning on Wednesday of each week, you will attend class, read more about the lecture topic in your course text and then you will complete exercises, quizzes, discussion boards and team assignments where you will have a chance to apply what you've learned.

Each week, you will be expected to:

1. Attend class and participate in class exercises
2. Complete all assigned readings.
3. Complete and submit team assignments by the due dates.
4. Participate in Discussion Board by responding to the thread by mid-week and 1 student post by end of week
5. Complete the Individual Exercise

In addition, you will be expected to:

1. Take the Online Midterm
2. Take the In-class Final Exam

Please note that written work needs to be clear, comprehensible, and competently produced.

ClassSchedule /Topical Outline

Week	Dates	Topic	Reading	Assignments	Discussion Topics
1	4/7 – 4/13	Course Overview Building an Effective PMO	Kendall & Rollins: Part I Standards, Ch 1	Team Assignment 1 Individual Exercise	Introduce yourself Discussion
2	4/14 – 4/20	Strategic Planning The 4x4 Approach to Strategic Planning	Kendall & Rollins: Part II Standards, Ch 2	Team Assignment 2 Individual Exercise	Discussion

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3	4/21 – 4/27	Aligning and Maintaining the Portfolio	Kendall & Rollins: Part III Standards, Ch 3	Team Assignment 3 MIDTERM Individual Exercise	Discussion
4	4/28 – 5/4	Managing the Multi-Project Environment Tools for the PMO	Kendall & Rollins: Part III, Continued Standards, Ch 4	Team Assignment 4 Individual Exercise	Discussion
5	5/5 - 511	Implementing a PMO Portfolio Management Maturity Model	Kendall & Rollins: Part IV Standards, Ch 5	Team Assignment 5 Individual Exercise	Discussion
6	5/12 – 5/17	Final Exam		Final Exam Team Peer Evaluations	

Grading/EvaluationStandards

The course will consist of the following components, weighted as follows:

Component*	Weight
Midterm (Online)	15
Final (In Class)	20
Team Assignments (7 x 5 = 35)	35
Discussion Board (2 x 5 = 10)	10
Individual Exercise (2 x 5 = 10)	10
Team Peer Evaluations (3 + 3 + 4 = 10)	10
Total	100

* Students also will have the opportunity to earn 2 points Extra Credit in this course

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Conversion of weighted and rounded numerical to letter grades will be as follows:

Letter Grade	Low-High	
A	94	100
A-	90	93
B+	87	89
B	84	86
B-	80	83
C+	76	79
C	73	75
C-	70	72
F	0	69

AssignmentStandards

Student work will be evaluated on three criteria – completeness, correctness, and quality. Completeness: the work must completely respond to the assignment, question, topic and it must be a complete project management solution. Correctness: all of the work must be correct; students will be graded off for errors. Quality: Students should strive to submit the best example possible in response to the assignment.

Participation/DiscussionBoard

Class/Online participation counts toward 20% of your grade (4 points each week for Weeks 1 through 5). To earn full credit for the week, students should:

1. Attend lecture each week and participate in class discussions and exercises
2. Post a response on the Discussion Board for one discussion topic, plus respond to at least 1 post by other students. Participation in the Discussion Board will be evaluated on quality as well as quantity.
3. Complete the Individual Exercise

Please note that work completed after the Week will not be credited for online participation. Example: if Discussion Board comments for Week 1 are posted after the start of Week 2, students will not receive credit for their post. This class runs from Wednesday to the following Tuesday.

AttendanceStandards

As the weekly class session is a vital part of the learning experience for PJM 6705, all students are expected to attend every week, be on time for the start of class, and stay until the end of class.

However, in the event of extraordinary, legitimate and unavoidable situations, students may be excused for lateness or absence. Extraordinary, legitimate and unavoidable situations include personal illness, urgent family business, work-related issues, transportation-related issues, religious requirements. If at all possible, students should let me know by e-mail about the excused absence or lateness before class.

- Students who do not participate fully in class exercises will be penalized 1 point per class.
- Students with more than 1 unexcused lateness will be penalized 1 point per lateness.

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- Students with more than 1 unexcused absence will receive a failing grade for the course.

Writing Quality Standards

Scoring Level	Grammar, Mechanics, Usage	Clarity and Coherence
High level of Proficiency	While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the written assignment.	Sentences are structured and words are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer's points easy to follow.
Moderate Proficiency – half grade level reduction (5%)	Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions distract the reader, but the reader is able to completely understand what the writer meant. Writing does not consistently follow appropriate style and/or format.	Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.
Minimal Proficiency -- full grade level reduction (10%)	Writing contains numerous errors in spelling, grammar, and/or sentence structure which interfere with comprehension. The reader is unable to understand some of the intended meaning. Style and/or format are inappropriate for the assignment.	Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.

If you need help to improve your written communication, the following free resources are available:

- Smarthinking (available free in Tool section of Blackboard) – this allows students to submit personal written material in any subject and have it reviewed by an e-instructor within a 24-hour window (in most cases).
- The Purdue Online Writing Lab (http://owl.english.purdue.edu/owl/) provides free writing resources – with help in grammar, sentence structure and general writing skills
- NEU Writing Center - To learn more about what the Writing Center has to offer, please see the three options below and, for more details, visit: http://www.northeastern.edu/english/writing-center/
    1. In-personConsulting: Work one-on-one with a consultant, or bring a friend and work as a group. We also accept walk-in appointments; they are available on a first-come, first-served basis if a consultant is available. However, we strongly encourage you to make an appointment in advance.
    2. EmailSubmissions: If you are unable to come to the Writing Center for an appointment, you might consider submitting your work online. Our web consultants will comment on content development, structure, and organization; they will not mark up your text for grammar, sentence structure, or spelling. If you would like help with your grammar, an in-person appointment is the best option for you. Our web consultants check for submissions M-F, and will respond to your submission within 48 hours.
    3. MobileConsulting: If you have a pressing deadline, or live far away from campus, consider signing up for our new mobile consulting option. Like in-person consulting, this is a real-time, 45-minute session with a

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Writing Consultant. Unlike Email Submissions, which have a 48-hour turn around, you get to speak immediately with a consultant about your work. Simply sign into WCOnline's new remote consulting schedule to make an appointment with one of our dedicated mobile consultants. Want to know more? Visit http://www.northeastern.edu/english/writing-center/mobile-consulting/.

- ESL Language Co-op tutoring - is a free service international students (both undergrad and grad) are welcome to use. This service allows students to work 1:1 with ESL trained writing specialists. You can sign up for one-hour sessions by going to this website (http://neu.mywconline.net/) and making an online appointment.

Communication/SubmissionofWork

All student assignments need to be submitted through NEU Online:

- In the Assignments folder, click on the View/Complete Assignment link to view each assignment.
- Attach your completed assignments before submitting the assignment to NEU Online.
- Once your assignment has been graded, you will be able to view the grade and feedback I have provided by clicking on Tools, View Grades from the Northeastern Online Campus tab.

All assignments are due at the start of class for the following week. (i.e., Assignments for Week 1 are due at the start of class Week 2). Assignments submitted after the weekly deadline will be penalized 1 point per day.

Academic Honesty andIntegrityStatement

Not only does the University view academic dishonesty as one of the most serious offenses that a student can commit while in college, but, as your instructor, I want you to know that I also take this offense very seriously. In addition to abiding by the laws of the university, as a future project manager, you will also need to abide by PMI's Code of Ethics & Professional Conduct (http://www.pmi.org/About-Us/Ethics/Code-of-Ethics.aspx), which includes an honesty section very similar to the academic honesty principles outlined by NEU. PMI's Code states: "As practitioners of project management, we are committed to doing what is right and honorable. We set high standards for ourselves and we aspire to meet these standards in all aspects of our lives." (PMICodeofEthicsandProfessionalConduct, Section 1.1) Regarding honesty, this code reminds us that as project practitioners, we are obligated NOT to "engage in or condone behavior that is designed to deceive others _ " but to "make commitments and promises, implied or explicit, in good faith". (PMICodeof Ethicsand ProfessionalConduct, Section 5.2 & 5.3)

Please understand that I will not tolerate any instances of academic dishonesty in this course. If I suspect a student of violating our academic policy, I will notify the student and give them a chance to review my concerns. If I am not completely satisfied that there was no violation of the policy, I will refer the student to the Office of Student Conduct & Conflict Resolution (OSCCR) and in most cases, the student will immediately be given a failing grade for the course. Students will not be allowed to repeat an assignment or in any way make up for the violation. There is no excuse for academic dishonesty.

Please make sure that you completely understand what is expected of you. Academic honesty means being truthful at all times in your communications and in your conduct. It also means letting your instructor know if you are aware of any instances of academic dishonesty, even if you were not involved in the dishonest actions. While the following is not an all-inclusive list, I hope this will help you to understand some of the things instructors look for. The following is adapted from the University's policy on academic honesty and integrity; the complete policy is available at http://www.northeastern.edu/osccr/academicintegrity/index.html

Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise of any type. This may include use of unauthorized aids (notes, texts), or copying from another student's exam, paper, computer disk, etc.

Fabrication – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.

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Plagiarism – intentionally representing the words or ideas of another as one's own in any academic exercise without providing proper documentation of the source by way of a footnote, endnote, or inter-textual note. Self-plagiarism (resubmitting materials from another course or course section as new work) is also prohibited.

Unauthorized collaboration – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual's alone. Note that if two students turn in the same paper, both students will be punished, regardless of which student did the work.

NOTE: Unauthorized collaboration also includes lending my work to another student. I know that I may help my fellow students by explaining concepts to them or suggesting additional reading, but not by giving them my work, examples of my work, or answers to specific questions or exercises. I won't, for example, lend my papers, discs, computers, flash drives, or any other version of my work to other students. I know that if they copy my work, even without my permission, I will also be charged with academic dishonesty. I know that I'm expected to safeguard my work. (Also see the section on "participation in academically dishonest activities below".)

Participation in academically dishonest activities – Examples include stealing an exam; using a prewritten paper obtained through mail order or other services; selling, loaning or otherwise distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts; alternation, theft (including the unlawful use of copyright materials), forgery, or destruction of the academic work of others.

Facilitating academic dishonesty – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

Withholding information about dishonesty – not notifying your instructor immediately after observing a real or potential act of academic dishonesty. Examples include: (1) seeing other students take an exam together in the library or elsewhere, even if you took the exam by yourself, (2) working with a team member who tells you that the part of the team report they submitted was written by someone not on the team, or (3) hearing a student tell the teacher they couldn't come to class because they were sick when you know this isn't true.

24/7NUOnline Technical Support
Get immediate 24/7 technical support for NU Online by calling 855-836-3520 or email NUOnline@neu.edu.

For answers to common questions you may also visit the NU Online support portal at:
http://smartipantz.perceptis.com/neu/content/default.aspx

MyNEUTechnical Support
Please contact the University help desk by calling 617-373-HELP (4357) or email help@neu.edu

PJM6910.81204 – Capstone
Spring 2014 CPS Quarter Graduate [BOS-1-HY]

Software & Related Equipment

- **Blackboard Collaborate** – this free software allows us to have text chats, audio chats (if you have a headset), share a whiteboard and most importantly, share our screens so I can offer you help with your assignments. You can download this free from the Tools link on the left column at our Blackboard course site.
- **A headset** (headphones plus microphone) will allow you to speak with me using Blackboard IM. I highly recommend that you get this hardware. Headsets can be purchased from online vendors for about $30.
- **Microsoft Project 2010 or 2013** – There is no recent version available for the Mac, but you may use one of the campus computers or a virtual workstation both of which provide access to MsProject. Visit myneu.neu.edu and select the MyApps Link. Windows users may also select Services and Links then follow the link to Free and Discounted software to purchase it at a deep discount from NEU. This software may also be used in a Windows environment on the Mac. MS Project 2010 is the recommended version.

For computer access, the InfoCommons in the Snell library can be used 7 days a week: http://www.lib.neu.edu/

Class materials and required online work are available online at NUOnline. You can access this course at http://nuonline.neu.edu/ by clicking on the course link under the "My Courses" tab. **Note: Courses you are enrolled in will not show up in CPS Blackboard (NUOnline) until the start date of the term.**

****

Welcome to PJM 6910 – Project Management Program Capstone Course. This is a hybrid format class. Our class meets on: April 7, April 28, May 5, May 19, June 2, June 16, June 23. **NOTE:** ***Schedule changes may be necessary and will be posted in the course Announcements***

Course Prerequisites

Courses:

- All other courses in the Project Management curriculum should be successfully completed. *This course is intended to be the FINAL course in the project management curriculum.*

Student Competencies:

- Microsoft Word, Microsoft Excel and Microsoft Power Point are used throughout. Students are expected to be proficient in the use of these programs.
- Microsoft Project
  - Demos will be provided to help you use this software but you will be expected to learn this material on your own if you are not a competent user.
- Students will be expected to use APA 6th Edition writing standards.

Course Description

This course offers students an opportunity to integrate all of the key elements from the Project Management Masters Degree program. Specifically, students will focus on preparing all aspects of the Project Management plan as defined by the "Guide to the Project Management Body of Knowledge." They will not only prepare individual sections of the plan (including scope, time, cost, quality, risk, communication, etc.) but they will integrate these sections in a comprehensive project plan. As each new area is planned, they will review earlier sections, revising them to coordinate with the recently added plans. They will also develop a change management plan to ensure that this integration and coordination is maintained throughout the project life cycle. Finally, they will conduct a "lessons learned" session and incorporate the suggestions from this review to improve and finalize their integrated plan.

Learning Outcomes

During the course, students will have the opportunity to:

1. Create and maintain a Stakeholder Register, making adjustments to reflect all aspects of the plan
2. Develop and then progressively elaborate the project scope, resources, activities, and schedule
3. Develop Quality and Communication plans and integrate these with project activities and budget.
4. Create and maintain a Risk Register and contingency reserve for risks
5. Develop a plan for Integrated Change Control and integrate this with project activities, schedule and quality plans
6. Plan closing processes and integrate these with project resources, activities and schedule
7. Review the overall project management plan and integrate all processes and knowledge areas

In pursuing these objectives, students will:

- Review information from textbooks and other written material
- Listen to multimedia lectures and attend classroom lectures (Hybrid sections)
- Apply course concepts to create an integrated project management plan
- Review and critique integrated plans from other students
- Conduct a Lessons Learned from the critique and review and finalize their integrated plan

Required Textbook(s), Articles and Materials

The following are texts required materials for this course:

1) A Guide to the Project Management Body of Knowledge, 5th edition. Project Management Institute, 2013. (ISBN: 5th: 9781935589679).
2) Project Management: The Managerial Process with Student CD Rom, 5th Edition. Gray, C.F. & Larson, E.W. (ISBN: 9780073403342)
3) Practice Standard for Estimating, Project Management Institute, 2011. (ISBN: 9781935589129)
4) Practice Standard for Project Earned Value Management, 2nd edition. Project Management Institute, 2011. (ISBN: 9781935589358)
5) Practice Standard for Work Breakdown Structures, 6th Edition, Project Management Institute, 2011. (ISBN: 9781933890135)
6) Practice Standard for Project Risk Management, Project Management Institute, 2009. (ISBN: 9781933890388)

7) Practice Standard for Scheduling, 2nd Edition, Project Management Institute, 2011. (ISBN: 9781935589242)
8) PMI Code of Ethics and Professional Conduct, Project Management Institute, available for free download at http://www.pmi.org/About-Us/Ethics.aspx
9) American Psychological Association. (2010). *Publication manual of the American psychological association* (6th ed.). Washington, DC: American Psychological Association. (ISBN: 978-1433805615)

Journal articles (subject to change but available electronically from Snell Library):

1) Pells, D. L. (2012, January). Commitment to ethics and values can empower leaders of teams, projects, programs and organizations. *PM World Today*. pp. 1-7 (http://ezproxy.neu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=74028640&site=ehost-live)
2) Schieg, M. (2009). THE MODEL OF CORPORATE SOCIAL RESPONSIBILITY IN PROJECT MANAGEMENT. *Business: Theory & Practice*, *10*(4), 315-321. (http://ezproxy.neu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=47389315&site=ehost-live)
3) Labuschagne, C., Brent, A. C., & Claasen, S. J. (2005). Environmental and social impact considerations for sustainable project life cycle management in the process industry. *Corporate Social Responsibility & Environmental Management*, *12*(1), 38-54. doi:10.1002/csr.076 (http://ezproxy.neu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=17077476&site=ehost-live)
4) Salazar, J., Husted, B., & Biehl, M. (2012). Thoughts on the Evaluation of Corporate Social Performance Through Projects. *Journal Of Business Ethics*, *105*(2), 175-186. doi:10.1007/s10551-011-0957-z (http://ezproxy.neu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=67725708&site=ehost-live)

Note: The PMBOK® Guide and the practice standards are available in a variety of formats including the hard-copy versions listed above. Access to an electronic version of the PMBOK® Guide and the practice standards is also included as a Project Management Institute "member benefit" and can be accessed (and downloaded) from the PMI Website here: http://www.pmi.org/PMBOK-Guide-and-Standards.aspx (*PMBOK is a registered mark of the Project Management Institute, Inc.)*

Course Methodology

Each week begins on Monday and ends on Sunday, except for the final week, which officially ends on Saturday. Beginning on Monday of each week, you will view lecture materials, read more about the lecture topic in your course text and then you will complete evaluation planning and report assignments where you will have a chance to apply what you've learned.

1) Review the week's learning objectives.
2) Complete all assigned readings.
3) Complete all lecture materials for the week.
4) Participate in the Discussion Board.
5) Complete and submit all assignments by the due dates.

Please note that written work needs to be clear, comprehensible, and competently produced as noted below.

Class Schedule / Topical Outline

Key:

PM = Project Management, the managerial process
P = A Guide to the Project Management Body of Knowledge (PMBOK® Guide) - 5th edition
W = Practice Standard for Work Breakdown Structures
E = Practice Standard for Estimating
EV = Practice Standard for Project Earned Value Management
S = Practice Standard for Scheduling
R = Practice Standard for Project Risk Management

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Meeting dates: April 7, April 28, May 5, May 19, June 2, June 16, June 23

Week	Week of	Lecture Topic	Reading	Assignments	Discussion
1	4/7 Class Meeting	Stakeholders WBS	PM – Chap 4 P - Chap. 4, 5 W – Chap. 1 – 5	• W1.0: Academic Honesty Contract • W1.1: Projects in the News • W1.2: Team Charter • W1.3: Submit Scope • Eval 1	See DB in Blackboard
2	4/14	Activity Planning, Resources & Communication Planning	PM – Chap. 12 P - Chap. 9, 10 S – Chap. 1 - 3	• Work on Project Report 1 o Stakeholder Register o Comm Plan o RAM o WBS o MSP Shell • Eval 2	Peer feedback
3	4/21	Durations, Schedule & Cost Planning	PM – Chap. 5, 6, & 8 P - Chap. 10 & 12 E – Chap. 1 – 6	• Work on Project Report 1 o Resources o Activities o Durations • Presentation 1 (for Week 4) • Eval 3	See DB in Blackboard & Peer feedback
4	4/28 Class Meeting	Project Status Reports	None	• **Group Presentation 1** • **Project Report 1:** o Discussion and presentation of all project plan materials t0 date o Lessons Learned to Date • Resource Loaded Schedule • Eval 4	
5	5/5	Project Risk Management	PM – Chap. 7 P – Chap. 11 R – Chap. 1 – 5 & App. D	• Work on Project Report 2 o Risk Plan • Presentation 2 (for Week 6) • Eval 5	See DB in Blackboard & Peer feedback
6	5/12	Project Cost Management, Quality Planning, Monitoring & Controlling Plans	PM– Chaps. 8 & 13 P - Chap. 7 EV – Chaps. 2 - 6	• **Group Presentation 2** • Work on Project Report 2 o Contingency Reserve o Budget Report/Funding Request • Eval 6	Peer feedback

Week	Week of	Lecture Topic	Reading	Assignments	Discussion
7	5/19 Class Meeting	EVM	P - Chap. 8, M&C section of Chaps. 4-11 EV – Chap. 10	• Work on Project Report 2 o Quality Plan o EVM • Presentation 3 (for Week 8) • Eval 7	See DB in Blackboard
8	5/26	Project Reporting 2	None	• **Group Presentation 3** • Project Report 2 o Budget Report with Contingency o Risk Plan o Quality Plan o Change Management Plan o Earned Value Report • Eval 8	
9	6/2 Class Meeting	Project Work Week	None	• Work on Final Project Report o Combine and edit sub reports • Presentation 4 (for Week 10) • Eval 9	See DB in Blackboard
10	6/9 Class Meeting	Ethics and Social Responsibility	PM – Chap. 15 PMI Code of Ethics & Professional Conduct Journal Articles: • Pells, (2012) • Schieg, (2009) • Labuschagne, C., Brent, A. C., & Claasen, S. J. (2005) • Salazar, J., Husted, B., & Biehl, M. (2012)	• **Group Presentation 4** • Individual Ethics and Social Responsibility Paper • Work on Final Project Report o Ethics and Social Responsibility Section	Peer feedback
11	6/16 Class Meeting	Lessons Learned	PM – Chap. 14, 16	• Final Project Report o W11.1 - Final Project Report o W11.1A - Final Project Report Copy • Presentation 5 (for Week 12) • Eval 11	See DB in Blackboard
12	6/23 Class Meeting	Project Closure	No reading – review past readings this week	• **Group Presentation 5** • Final Exam – **SATURDAY @ NOON** • Eval 12	Optional Discussion this Week

Grading/Evaluation Standards

Your grade will be weighted as follows:

Index	Evaluation Mode	% of Final Grade
A	Discussions/Peer Evaluations/Team Assessments/Writing Assessment	10%
B	Group Presentations	20%
C	Project Report 1	10%
D	Project Report 2	10%
E	Final Report	35%
F	Final Exam	15%

Final Grade = (0.10 * Index A Average) +(0.20 * Index B Average) +(0.10 * Index C Average) +(0.10 * Index D Average) +(0.35 * Index E Average) +(0.15 * Index F Average)

Grading Rubric

Grades are *earned* not "given and adjusted downward." You begin the course with 0 points and work your way upward. If you do the minimum work required on assignments your resulting grade will be in the "B Range" as shown below. Also note that you will not receive the maximum number of points if you fail to be "present" in class (and online) and if you do not submit work that meets minimum standards for written communication as outlined in the rubrics below.

Conversion of weighted and rounded numerical to letter grades will be as follows:

Letter Grade	Low	High	This grade is given for:
A	94	100	Excellent, thorough work which demonstrates complete command of the material and **goes above and beyond** the assignment requirements
A-	90	<94	
B+	87	<90	Good work which meets the assignment requirements and demonstrates an understanding of the concepts
B	84	<87	
B-	80	<84	
C+	76	<80	Average work which meets most assignment requirements and demonstrates an understanding of at least ¾ of the concepts presented in the course
C	73	<76	
C-	70	<73	
F	0	<70	Poor work which doesn't meet at least ¾ of the assignment requirements and demonstrates insufficient evidence of a command of the course concepts

The instructor reserves the right to scale grades as needed.

In the event of extraordinary, legitimate and unavoidable situations, students may be excused for lateness or absence. Extraordinary, legitimate and unavoidable situations include personal illness, urgent family business, and religious requirements. If at all possible, students should let me know by e-mail about the excused absence or lateness before class (but, in any case, should communicate with me about the excused absence or lateness as soon as is possible).

- Students with unexcused late arrivals or early departure will be penalized 1% per instance
- Students who are absent (unexcused) from class will be penalized 10% for the first absence.
- **Students with more than 1 unexcused absence will receive a failing grade for the course.**

Discussion Board Standards

Because this is a blended course, students are expected to regularly and vigorously participate in the Discussion Boards and other on-line segments of the class. Discussion boards are graded against the following rubrics:

Table 1 – Discussion Board Rubric - Adapted from Edelstein, S. and Edwards, J. (2002) - Citation details upon request

Category	Primary Postings					Total Possible Points
	Failing	**Below Average**	**Average**	**Above Average**	**Superior**	
	0 (F)	**7 (C)**	**8 (B)**	**9 (A-)**	**10 (A)**	
Promptness And Initiative	Primary postings not on time NOTE: making primary postings after the due date and time will result in a score of 0 with no further points awarded.	Primary posts submitted at "last minute" - Limited initiative Does not respond to most postings; rarely participates freely; usually does not answer direct questions posed.	Primary posts submitted on time Responds to most postings several days after initial discussion; Limited initiative	Primary posts submitted ahead of time; submits posts to multiple primary discussions Responds to most postings within a 24-hour period; requires occasional prompting to post	Primary posts submitted well ahead of time; submits posts to all primary discussions; demonstrates good self-initiative Consistently responds to posts in less than 24 hours.	20
Delivery of Post	Writing contains numerous errors in spelling, grammar, and/or sentence structure, which interfere with comprehension. The reader is unable to understand some of the intended meaning. Style and/or format are inappropriate for the assignment.	Utilizes poor spelling and grammar in most posts. Posts appear "hasty" Sentence structure and/or other writing conventions distract the reader, but the reader is able to completely understand what the writer meant.	Some errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions. Writing does not consistently follow appropriate style and/or format.	While there may be minor errors, the postings follow normal conventions of spelling and grammar throughout and have been carefully proofread.	Consistently uses correct grammar with rare misspellings.	20
Relevance of Post	Postings do not relate to the topic or fail to answer the all of the questions posed.	Posts short or irrelevant remarks; "I agree" statements predominate in secondary postings.	Most posts are short in length and offer limited further insight into the topic	Frequently posts material that is related to the discussion content;	Consistently posts topics related to the discussion topic; cites additional references related to the topic	20
Expression Within the Post	Postings are so poorly formatted and stated that reader comprehension is undermined	Does not express opinions or ideas clearly	Adequate expression of opinions and ideas with occasional lack of connection to the topic	Opinions and ideas are stated clearly.	Expresses ideas and opinions in a clear and concise manner with obvious connection to topic	20
Contribution to the Learning Community	Primary postings do not address the topic or topics presented. Secondary postings do not advance the discussion in a meaningful way.	Primary postings address some aspects of the question; seems indifferent. No examples provided to support positions. Does not make effort to participate in learning community as it develops. No examples provided to support positions taken in secondary postings.	Provides solid primary posting addressing all questions in the thread. Occasionally makes meaningful reflection on group's efforts; some effort to become involved with the group. Some relevant examples to support positions but sometimes posts irrelevant examples.	Attempts to advance the discussion and to present relevant viewpoints for consideration by group; interacts freely. Provides relevant examples to support positions taken.	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic. Provides multiple, solid examples to support position. May provide examples that refute the position taken but then offers convincing arguments against.	20

Discussion board participation counts for a maximum of (100) points based on the rubric above:

¶ Primary posts are due not later than (NLT) than 8:00 pm (20:00 hours Boston time) on Friday of the first week of the Discussion Board to allow other students time to read and respond to your posts **or you receive no credit.**

¶Secondary responses are due throughout the week.

The discussion board is "closed" on Wednesday and Thursday.

The focus of the discussion boards should be clear and concise communication and quality over quantity. Verbose, rambling postings, or postings that fail to clearly make a point will be marked down. In addition, postings should follow APA 6 general principles (i.e. use headings, properly cite references, etc).

In addition to acting as a participant in the online discussions, students *may* also be assigned the following roles throughout the course:

Student Facilitator: Each online discussion question MAY have an assigned student facilitator. The role of the facilitator is to engage participants in the learning process, to ask questions, to take discussions to deeper levels, to provide direction and to keep the discussion focused on answering the question. If a student has been assigned the role of the facilitator for a particular week, he or she is responsible for facilitating a particular discussion question thread from Friday evening through Tuesday evening of the following week.

Question Summarizer: Each online question MAY have an assigned student summarizer. The task of the student summarizer is to draft one paragraph that synthesizes the responses of the assigned question using the four questions below:

1. What are the one or two most important ideas or themes that emerged from the discussion?
2. What remains unresolved or contentious about this topic?
3. What do class members understand better as a result of this discussion?
4. What do we need to talk about in future discussions to better understand the issue(s) addressed in the discussion?

If a student has been assigned this role, he or she is responsible for completing and posting the summary by 11:30 p.m. (Boston time) on Thursday of the assigned week but additional secondary postings are optional for the summarizer during that week.

To receive a high-ranking online grade, Discussion Board posts must have the following attributes:

- Comments skillfully apply ideas and facts from readings, lectures, and student's own organizational experience.
- Comments are pertinent and demonstrate critical understanding of the topic by expanding the issue, bringing in additional perspectives, and promoting additional discussion with other students in a respectful way.
- Student contributions meet length, frequency, and writing quality requirements, as well as due dates. Please note that all responses must be courteous, positive and professional. Posts should build upon the content of previous responses. In general, primary posts should be no longer than 200 words and secondary posts should be no longer than 100. Be concise.

Assignment Standards

I want to make sure you know exactly what I expect with each assignment. All assignments in this course will be graded against the following rubric unless otherwise noted:

	Failing	Below Average	Average	Above Average	Superior
	0 (F)	**70 (C Range)**	**80 (B range)**	**90 (A- range)**	**100 (A range)**
Requirements (50%)	Does not meet the requirements of the assignment.	Meets some assignment requirements	Meets assignment requirements	Goes above the minimum requirements of the assignment	Goes well above the requirements of the assignment. Provides new information, tools, and/or techniques
Grammar (20%)	Writing contains numerous errors in spelling, grammar, sentence structure that interfere with comprehension. The reader is unable to understand some of the intended meaning.	Frequent errors in spelling, grammar, sentence structure, and/or other writing conventions that distract the reader.	Errors in spelling, grammar, sentence structure and/or other writing conventions but the reader is able to understand what the writer meant.	Minor errors in grammar, sentence construction, and word usage. Assignment work follows normal conventions of grammar and spelling and has been carefully proofread.	All work grammatically correct with rare misspellings.
Clarity (20%)	Sentence construction, word choice, lack of transitions, and/or sequencing of ideas makes reading/understanding difficult. Style and/or format are inappropriate for the assignment.	Does not express opinions or ideas clearly. Limited connection to the topic. Writing does not follow consistent style and/or format.	Sentence construction and word choice interferes with clarity. Transitions between paragraphs may be choppy and difficult to follow.	Minor sentence construction and word choice issues sometime interfere with clarity. Transitions between paragraphs are generally easy to follow. Appropriate conventions of style and format are used consistently.	Expresses ideas and opinions clearly and concisely in a manner appropriate to the assignment.
Formatting (10%)	Does not submit assignment materials in APA 6 format. NOTE: Gross failure to provide PROPER citations and references – particularly direct quotes – will result in sanctions as outlined in the academic honesty policy.	Multiple errors in formatting, citations, or references. NOTE: Gross failure to provide PROPER citations and references – particularly direct quotes – will result in sanctions as outlined in the academic honesty policy.	Some errors in formatting, citations, or references. NOTE: Gross failure to provide PROPER citations and references – particularly direct quotes – will result in sanctions as outlined in the academic honesty policy.	Rare errors in formatting, citations, or references. NOTE: Gross failure to provide PROPER citations and references – particularly direct quotes – will result in sanctions as outlined in the academic honesty policy.	Virtually no errors in formatting, citations, or references. NOTE: Gross failure to provide PROPER citations and references – particularly direct quotes – will result in sanctions as outlined in the academic honesty policy.

Group work is required in this course.

- Your grade for written group assignments is based on the "raw" score that the team receives on the assignment and is adjusted based on your peers' (and my) assessment of your participation in the preparation of the team assignment.
- Your grade for group presentations is based on the "raw" score that the team receives on the assignment and is adjusted based on my assessment of your participation in the presentation. ALL group members must be prepared to participate in the oral presentations
- ***All group members are equally responsible for the academic integrity of assignments submitted for the group.***

Please note, as described in the Grading Rubric above, assignments that simply meet minimum requirements will receive a "B-range" grade. To earn an "A", you must strive for excellence. Only thorough submissions, which consider all aspects of the assignment and go above and beyond the minimum requirements, will receive an "A" grade.

NOTE: There are no opportunities for "extra credit" assignments nor do I allow you to "rework" assignments for a higher grade in this graduate-level course. You should submit your best effort every time that you submit an assignment. If you wish to discuss your assignment after you review the comments that I provide, I will be happy to meet with you to go over the assignment.

Writing Quality Standards

You MUST use APA Sixth Edition format for written work, including references.

Written work is graded as per the rubrics above and against these general standards.

Scoring Level	Grammar, Mechanics, Usage	Clarity and Coherence
High level of Proficiency	While there may be **minor** errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the written assignment.	Sentences are structured and words are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer's points easy to follow.
Moderate Proficiency	**Frequent** errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions **distract** the reader, but the reader is able to completely understand what the writer meant. Writing does not consistently follow appropriate style and/or format.	Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.
Minimal Proficiency	Writing contains **numerous** errors in spelling, grammar, and/or sentence structure that **interfere with comprehension**. The reader is unable to understand some of the intended meaning. Style and/or format are inappropriate for the assignment.	Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.

If you need help to improve your written communication, the following free resources are available:

- **Smarthinking** (available free in Tool section of Blackboard) – this allows students to submit **personal written material in any subject** and have it reviewed by an e-instructor within a 24-hour window (in most cases).
- **The Purdue Online Writing Lab** (http://owl.english.purdue.edu/owl/) provides free writing resources – with help in grammar, sentence structure and general writing skills
- **NEU Writing Center** - To learn more about what the Writing Center has to offer, please see the three options below and, for more details, visit: http://www.northeastern.edu/english/writing-center/
    - In-person Consulting: Work one-on-one with a consultant, or bring a friend and work as a group. We also accept walk-in appointments; they are available on a first-come, first-served basis if a consultant is available. However, we strongly encourage you to make an appointment in advance.
    - Email Submissions: If you are unable to come to the Writing Center for an appointment, you might consider submitting your work online. Our web consultants will comment on content development, structure, and organization; they will not mark up your text for grammar, sentence structure, or spelling. If you would like help with your grammar, an in-person appointment is the best option for you. Our web consultants check for submissions M-F, and will respond to your submission within 48 hours.
    - Mobile Consulting: If you have a pressing deadline, or live far away from campus, consider signing up for our ***new*** mobile consulting option. Like in-person consulting, this is a real-time, 45-minute session with a Writing Consultant. Unlike Email Submissions, which have a 48-hour turn around, you get to speak immediately with a consultant about your work. Simply sign into WCOnline's new remote consulting schedule to make an appointment with one of our dedicated mobile consultants. Want to know more? Visit http://www.northeastern.edu/english/writing-center/mobile-consulting/.
- **ESL Language Co-op tutoring** - is a free service that international students (both undergrad and grad) are welcome to use. This service allows students to work 1:1 with ESL trained writing specialists. You can sign up for one-hour sessions by accessing this website: (http://neu.mywconline.net/) and making an online appointment.
- **International Tutoring Center** - is dedicated to providing international students with free, high-quality English language instruction and support in Snell Library, Room 088. To sign-up for an appointment, visit http://neu.mywconline.net/ for instructions.

If you have difficulty with oral presentations, then you may want to explore resources such as the Northeastern University "Toastmasters" Club.

Communication/Submission of Work

Instructions for each weekly assignment are in the Assignments folder. To submit your assignments, click on the **View/Complete Assignment** link or the "**TurnItIn**" link as directed in the instructions. Attach your completed assignments and click **Submit**. Once your assignment has been graded, you will be able to view the grade and feedback provided by clicking on **Tools, View Grades** from the Northeastern University Online Campus tab or by reviewing the instructor comments in the "GradeMark" area of "TurnItIn."

A short article that outlines how you can see instructor comments in the "GradeMark" area of TurnItIn is available here: http://smartipantz.perceptis.com/neu/Content/ShowContent.aspx?id=207&type=local.

All email communication must be to my NEU Faculty account from YOUR NEU STUDENT account. **I will NOT accept assignments via email in accordance with Northeastern University policy.**

Late Submission of Work

As stated in the Student Handbook (see: http://www.cps.neu.edu/student-resources/), you must notify me and obtain my approval if you are unable to complete any assignment by the published submission deadline. **I will gladly grant extensions for assignments as long as the request is made by e-mail at least 24 hours before the due date/time**. You don't need to offer any reason for your request – you just need to show that you are planning ahead. You may request extensions within the 24-hour window (or after the due date) but the instructor reserves the right to apply "late submission" penalties as outlined below.

The request must:

- **Include the weekday, date, and time when you intend to submit the assignment**.
- **A copy to ALL team members (for group assignments)**
- Be sent to my NEU Faculty account (a.laman@neu.edu) from your NEU STUDENT ACCOUNT.

NO late submissions or extensions are available for the last week of class or for any Discussion Board participation.

Late responses with no previous arrangements for all assignments will be penalized by at least 10% for each day or portion of a d

NOTE
Academic Honesty Contract

The Academic Honesty Contract is a special case. If you do not submit a properly executed Academic Honesty Contract on or before the stated due date/time during the first week of class, then your final grade will be reduced by 10% (one full letter grade). Your grade will be reduced by an additional 10% per week (or part thereof) until the contract is properly completed and submitted.

Academic Honesty and Integrity Statement

Not only does the University view academic dishonesty as one of the most serious offenses that a student can commit while in college, but, as your instructor, I want you to know that I also take this offense **very** seriously. In addition to abiding by the laws of the university, as a future project manager, you will also need to abide by PMI's Code of Ethics & Professional Conduct (http://www.pmi.org/About-Us/Ethics/Code-of-Ethics.aspx), which includes an honesty section very similar to the academic honesty principles outlined by NEU. PMI's Code states: "As practitioners of project management, we are committed to doing what is right and honorable. We set high standards for ourselves and we aspire to meet these standards in all aspects of our lives." (PMI Code of Ethics and Professional Conduct, Section 1.1) Regarding honesty, this code reminds us that as project practitioners, we are obligated NOT to "engage in or condone behavior that is designed to deceive others…" but to "make commitments and promises, implied or explicit, in good faith". (PMI Code of Ethics and Professional Conduct, Section 5.2 & 5.3)

Please understand that I will not tolerate any instances of academic dishonesty in this course. If I suspect a student of violating our academic policy, I will notify the student and give them a chance to review my concerns. If I am not completely satisfied that there was no violation of the policy, I will refer the student to the Office of Student Conduct & Conflict Resolution (OSCCR) and in most cases, the student will immediately be given a failing grade for the course. Students will not be allowed to repeat an assignment or in any way make up for the violation. There is no excuse for academic dishonesty.

Please make sure that you completely understand what is expected of you. Academic honesty means being truthful at all times in your communications and in your conduct. It also means letting your instructor know if you are aware of any instances of academic dishonesty, even if you were not involved in the dishonest actions. While the following is not an all-inclusive list, I hope this will help you to understand some of the things instructors look for. The following is adapted from the University's policy on academic honesty and integrity; the complete policy is available at http://www.northeastern.edu/osccr/academicintegrity/index.html

Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise of any type. This may include use of unauthorized aids (notes, texts), or copying from another student's exam, paper, computer disk, etc.

Fabrication – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.

Plagiarism – intentionally representing the words or ideas of another as one's own in any academic exercise without providing proper documentation of the source by way of a footnote, endnote, or inter-textual note. Self-plagiarism (*resubmitting materials from another course or course section as new work)* is also prohibited.

Unauthorized collaboration – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual's alone. Note that if two students turn in the same paper, both students will be punished, regardless of which student did the work.

> **NOTE: Unauthorized collaboration also includes lending my work to another student**. I know that I may help my fellow students by explaining concepts to them or suggesting additional reading, but not by giving them my work, examples of my work, or answers to specific questions or exercises. I won't, for example, lend my papers, discs, computers, flash drives, or any other version of my work to other students. I know that if they copy my work, even without my permission, I will also be charged with academic dishonesty. I know that I'm expected to safeguard my work. (Also see the section on "participation in academically dishonest activities below".)

Participation in academically dishonest activities – Examples include stealing an exam; using a prewritten paper obtained through mail order or other services; selling, loaning or otherwise distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts; alternation, theft (*including the unlawful use of copyright materials*), forgery, or destruction of the academic work of others.

Facilitating academic dishonesty – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

Withholding information about dishonesty – not notifying your instructor immediately after observing a real or potential act of academic dishonesty. Examples include: (1) seeing other students take an exam together in the library or elsewhere, even if you took the exam by yourself, (2) working with a team member who tells you that the part of the team report they submitted was written by someone not on the team, or (3) hearing a student tell the teacher they couldn't come to class because they were sick when you know this isn't true.

24/7 NU Online Technical Support

Get immediate 24/7 technical support for NU Online (CPS Blackboard) by calling 855-836-3520 or email NUOnline@neu.edu.

For answers to common questions you may also visit the NU Online support portal at:
http://smartipantz.perceptis.com/neu/content/default.aspx

If you encounter any technical issues, please open a ticket with NUOnline before contacting me and provide the name of the contact person and case number (if applicable).

MyNEU Technical Support

Please contact the University help desk by calling 617-373-HELP (4357) or email help@neu.edu

Northeastern University Online
College of Professional Studies
Course Syllabus

PMC 6212
Clinical Drug Development Data Analysis: Concepts

Required Text
There is **one required textbook** for this course – available in the bookstore on campus. *Please check the Section and CRN numbers* to make sure you have the right text – this course is Section 01, CRN 91000. Additional readings will be provided during the quarter.

- Wang D and Bakhai A. Clinical Trials – A Practical Guide to Design, Analysis and Reporting. Chicago: Remedica Publishing, 2006 (ISBN-13: 978-1901346725)

Note: Readings from the text will be provided for Weeks 1 and 2. Students should have obtained a copy of the text by Week 3.

Optional textbooks for your personal library may include (details found on Blackboard - click on the "textbooks" tab):
- Friedman, Furberg and DeMets: Fundamentals of Clinical Trials
- Pocock: Clinical Trials: A Practical Approach
- O'Grady and Joubert: Handbook of Phase I/II Clinical Drug Trials
- Petrie and Sabin: Medical Statistics at a Glance

Course Prerequisites
There are no prerequisites for this course.

Course Description
Examines the process of planning, collecting, analyzing, and reporting data from drug development studies. Focuses on the goals of each phase (1-4) of the clinical drug development process and how to achieve these objectives within the confines of the FDA regulations and ICH guidelines. Covers requirements in other countries, including the UK Data Protection Act, issues related to the differences between the development of drugs for oncologic or AIDS indications compared to traditional drugs, cultural influences, current standards of therapy, the need for validated tools, and failure analyses.

Course Outcomes
- Students will have the opportunity to become knowledgeable about aspects of study design, data collection, data analysis and reporting in drug development including:
  - Goals of Phase I – IV studies in the drug development process
  - Achieving study objectives within the limits of the FDA regulations and ICH guidelines
  - Specific issues in drug development, such as design of oncology studies, special populations, current standards of therapy and others

- Students will also have the opportunity to apply learnings through case-based assignments, designed to demonstrate real-life application to clinical drug development

Course Methodology

Each week, you will be expected to:

- Review the week's learning objectives
- Complete all assigned readings
- Complete all lecture materials for the week
- Participate in the Discussion Board
- Complete and submit all assignments and exams by the due dates

Note: Course Material will be available for the current week and the following week. (Once a Week's Course Material goes live, it will remain available to students for the remainder of the quarter.) Please note that the Discussion Board will go live for each current week **only**. This allows all students the opportunity to benefit as much as possible from an entire week's discussion while it is current, without giving any real or perceived Discussion Board "advantage" to those students who would like to read a week ahead.

Time spent on course work each week will vary by individual and weekly material. In general, based on previous students' experience, readings may take 4-6 hours to complete. Discussion Board participation is optimized by reading the course material first – readings and Discussion threads are designed to correspond to the week's objectives. Time for Discussion Board postings will vary based on the number of postings made and any supportive research done. Exams average 4 hours to complete. There will be two Assignment papers, approximately 3-6 pages. These are based on the weekly course materials; any additional resources required will be provided. You will have 2 weeks to complete each assignment.

Participation/Discussion Board

Student participation in the Discussion Board is a course requirement. **Weekly posting requirements** include:

- Minimum of **one direct** ("primary") response to a discussion question initiated by the instructor
- Minimum of **two "secondary"** responses to other students' postings
- Responses should be a thoughtful continuation of the discussion with a rationale; short responses (e.g. "I agree") without further qualification will not be counted toward minimum weekly requirements
- Weekly postings should be ***started*** *no later than Thursday* of each week and ***completed*** *no later than Monday at 8am* (i.e. end of current week)
- Students may make more than the required three postings if they wish
- Students may receive **extra credit** for initiating ***one*** **new thread** on a discussion topic of their own based on the weekly materials (extra credit is limited to one new thread per week and **only** receives credit when made *in addition* to required postings for that week)

In your reply to a posting, please make sure that you address the writer's posting in relation to the thread's topic. Cite supporting references for your positions where appropriate. A good response to a question is thoughtful, provides new ideas/perspectives/information on the topic and often generates more questions/discussion.

Please note that students are expected to communicate using full sentences; no abbreviations or bullets should be used. Postings should be courteous and respectful of others.

Discussion Board Grading:

- Each student will receive a grade based on their weekly submissions.
- Discussion board participation comprises 20% of your total grade for the course

- **Weekly participation is required**; postings will be graded for each week, i.e. if no postings are made within a given week and one week following, a grade of zero will be assigned. Omitting postings for one week and making "additional" postings during subsequent weeks to "make-up" for missing postings will not be allowed.
- **Full credit** for the Discussion Board can be achieved by making all required postings within the current week as noted above
- **Late postings** will only be allowed for one week after the due date and will **receive partial credit** (e.g. a Week 1 posting made the last day of Week 2 receives partial credit).
- **Note:** Discussion Board postings will close 7 days *after* a given Week has been completed (to allow for late postings if necessary). Note: the *first grades for the Discussion Board will be posted during Week 3* – the Week 1 posts close on the first day of Week 3. Students will have read-access to all postings for the remainder of the quarter.
- Scores on Discussion Board participation will be reduced if the minimum of 3 postings per week is not made.

Communication/Submission of Work

Please post content-oriented questions in the Discussion Board instead of e-mail to enable all students to benefit from each other's questions.

Course-related questions should be e-mailed directly to the instructor. Please do not hesitate to contact the instructor if you have questions, particularly for clarification on assignment/exam questions and date conflicts.

Assignments will be announced when posted. In the Assignments folder, click on the View/Complete Assignment link to view each assignment. Attach your completed assignments here and click Submit to turn them in to the instructor. Once your assignment has been graded, you will be able to view the grade and feedback by clicking on Tools, View Grades from the Northeastern Online Campus tab.

Grading/Evaluation Standards

There will be two written assignments, a Midterm, and Final Exam for this course. Grading and evaluation standards for Discussion Board participation are described above.

The assignments will be short papers (e.g. 3-6 pages) and will focus on common problems faced in the industry with possible solutions based on the assigned readings - regulations, guidelines and other course documents – and possible internet research. Specific instructions for each assignment will be posted on the dates listed in the class schedule below. The intent is to provide the student with an opportunity for practical application of the knowledge gained in the readings. Assignments may be related to researching a regulatory question or working through a case study. General instructions for preparing assignments and evaluation standards are below. Additional specific instructions will be included with each assignment.

General Guidelines for Preparing Assignment Papers:

- Include a title and your name (a title page is optional)
- The paper should be the length specified in each assignment
- Papers should be **single spaced** and use paragraphs
- Margins should be no less than 1" on all sides
- Font size should be 10-12
- Proofread your paper before submitting; spelling and grammar should be checked
- Papers should be submitted as WORD documents
- Points will be taken if the paper does not follow the specified format

Important Note: Scores on the assignment(s) and exams will be reduced if an assignment or exam is turned in late *without prior arrangement* with the instructor. If the student anticipates submitting a late assignment, the instructor should be **notified as soon as possible**, so appropriate arrangements can be made. Failure to do so will jeopardize the student's grade.

Exams will be posted in the Course Materials section unless otherwise notified through the Course Announcements.

- Announcements will be posted as reminders during the quarter regarding exams.
- Students will have a 72 hour window in which to complete each exam; **beginning** at the time the exam is posted (that is, goes "live").
- Exams will be posted to include both weekend days within the 72 hour window.
- Each student will be able to decide when to take the exam over the 72 hour window; students may save the exam and return to it at anytime during the 72 hour window prior to submission.
- Exams will contain questions in multiple formats (e.g. multiple choice, true-false, short answer, etc.) and are open book/notes/internet.
- The Final Exam will be **comprehensive** and posted at the end of Week 7 to include both weekend days and be completed early in Week 8 (to allow for timely posting and submission of grades).

Grading of the assignment(s), Discussion Board participation and exams will be based on accuracy of content and presentation (readability, spelling/grammar, conciseness, effective word usage, inclusion of appropriate references) of responses. Evaluation of Assignments will also be based on how the problem/case study presented is analyzed and addressed in the context of the course material provided, regardless of the level of a student's regulatory career experience.

While the principal goal of this course is the acquisition of knowledge in the subject area, students should be aware that the College of Professional Studies requires that clear and effective writing be an integral part of the learning process.

Unless otherwise noted through additional course communications (Announcements), numeric scores (points received out of the total points possible) for the Discussion Board, Assignments, and exams will be posted for each student within the Grade Book section of Blackboard. This can be accessed through the Tools section located on the left column of Blackboard; click on Course Tools and then My Grades. Numeric scores may either add up to or may be converted to 100%.

The final grade for the course will be weighted as follows:

Online Discussion Participation:	20%
Homework Assignment(s):	30% (each assignment is worth 15%)
Mid-Term Exam:	20%
Final Exam:	30%

Grading System

Please note the grading system to be used for this course:

Letter Grade	Numeric Equivalent (%)
A	≥ 96.00
A-	90.00 – 95.99
B+	86.00 – 89.99
B	83.00 – 85.99
B-	80.00 – 82.99
C+	76.00 – 79.99
C	73.00 – 75.99
C-	70.00 – 72.99

For more information on grading standards, the student is referred to the CPS Student Handbook, at http://cps.neu.edu/student-resources/.

Class Schedule / Topical Outline

Week	Dates	Topic	Assignments (Readings *in addition* to the text are posted in Blackboard)
1	7/5 – 7/10	Clinical Trials Overview	
2	7/11 – 7/17	INDs and Phase I & II Studies	
3	7/18 – 7/24	Phase III & IV Studies	Text Chapters 4 and 14-16 Assignment 1 posted 7/21
4	7/25 – 7/31	Principles of Statistical Analysis	Text Chapters 9, 17-19, 22, 30 and 31 Midterm posted 7/30
5	8/1 – 8/7	Analyzing Study Data – Clinical Data Review & Clinical Relevance	Text Chapters 24-25 and 28-29 Midterm due 8/2 Assignment 1 due 8/4
6	8/8 – 8/14	Developing Oncology Drugs	Text Chapter 21 Assignment 2 posted 8/10
7	8/15 – 8/21	Reporting Study Results	Text Chapters 32-33 Final Exam posted 8/20
8	8/22 – 8/27	Final Exam	Final Exam due 8/23 Assignment 2 due 8/24

Academic Honesty and Integrity Statement

The University views academic dishonesty as one of the most serious offenses that a student can commit while in college and imposes appropriate punitive sanctions on violators. Here are some examples of academic dishonesty. While this is not an all-inclusive list, we hope this will help you to understand some of the things instructors look for. The following is excerpted from the University's policy on academic honesty and integrity; the complete policy is available in the student handbook (see page 37).

Cheating – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise. This may include use of unauthorized aids (notes, texts) or copying from another student's exam, paper, computer disk, etc.

- *Fabrication* – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.
- *Plagiarism* – intentionally representing the words or ideas of another as one's own in any academic exercise without providing proper documentation by source by way of a footnote, endnote or intertextual note.
- *Unauthorized collaboration* – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual's.
- *Participation in academically dishonest activities* – Examples include stealing an exam, using a pre-written paper through mail order or other services, selling, loaning or otherwise

distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts; alternation, theft, forgery, or destruction of the academic work of others.

- *Facilitating academic dishonesty* – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

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For comprehensive information please go to http://northeastern.edu/online

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RGA 6210 Strategic Planning & Project Management for Regulatory Affairs Professional in Domestic and International Markets

12 week term

Required Textbook(s)/Software: None

Course Prerequisites: RGA 6100, RGA 6202, or RGA 6205

Course Description

The course introduces regulatory affairs students to the core concepts of strategic planning and project management. The aim of the course is to equip regulatory professionals with the skills needed to join upper corporate management in choosing which products to pursue and how best to pursue them. Participants will be given the opportunity to learn how to guide medical device teams through the design and development stages. The course emphasizes the role of product classifications in demonstrating the safety, efficacy, and performance of medical devices for human use. The curriculum and assignments offer a chance to carefully study the function and format of pre-submission meetings with U.S. and other global regulatory agencies, as well as understand their role in gaining regulatory approval for market sale.

Course Outcomes

During this course, participants will be given the opportunity to learn how to:

1. Classify a medical device based on significant risk level
2. Prepare a strategic plan for a medical device taking into account the US and global regulatory environments
3. Request, prepare, and record a pre-IDE meeting with the FDA
4. Conduct risk analyses to determine what tests are required and the sample sizes needed to adequately examine the severity and occurrence of hazardous events
5. Review and summarize *in vitro*, *in vivo*, and other pre-clinical studies for regulatory submissions
6. Prepare a STED submission for an IDE to conduct human clinical studies and meet the standards for a PMA.

Course Methodology

Each week, you will be expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Complete all lecture materials for the week.
4. Participate in the Discussion Board.
5. Complete and submit all assignments and tests by the due dates.

Participation/Discussion Board

Each week, students must post a “primary response” (answering a discussion question) and/or a “secondary response” (response to other students’ posts).

Participation is worth 30% of total course grade.

Responses to discussion questions are due at the beginning of each week (Monday).

A highly effective response is one that offers different viewpoints and opinions and is complex enough to cause more responses from other students.

Communication/Submission of Work

In the Assignments folder, click on the View/Complete Assignment link to view each assignment. Attach your completed assignments here and click Submit to turn them in to me. Once your assignment has been graded, you will be able to view the grade and feedback I have provided by clicking on Tools, View Grades from the Northeastern Online Campus tab.

Grading/Evaluation Standards

Student Participation	30%
Homework Assignments	30%
Final Exam	40%

Class Schedule / Topical Outline

Week	Dates (2011)	Topic
1	Sept 12 to 18	Different types of regulatory submissions in the US, Europe, Canada and Japan
2	Sept 19 to 25	Indications for use can help determine device classifications Importance of having a project team to create device specifications
3	Sept 26 to Oct 2	Role of regulatory affairs in conducting and approving risk analysis and creating a test plan for V&V (validation and verification)
4	Oct 3 to 9	Role of regulatory affairs in forming *in vivo* animal and human clinical trial strategies Freezing the design and holding a feasibility (concept) design review meeting
5	Oct 10 to 16	Pre-IDE meetings with FDA – a proactive approach Preparing and submitting a Pre-IDE Packet for FDA Importance of Meeting Minutes from Pre-IDE meeting
6	Oct 17 to 23	Role of regulatory affairs in reviewing and approving: - Animal protocols - Clinical protocols - Labeling (Instructions for Use & labels)
7	Oct 24 to 30	Role of regulatory affairs in reviewing and approving: - V&V bench test protocols - V&V bench test reports - Accelerated aging protocols & reports - Real time aging protocols
8	Oct 31 to Nov 6	Role of regulatory affairs in reviewing and approving: - biocompatibility protocols & reports - sterilization protocols & reports and memos - packaging and transportation protocols and reports
9	Nov 7 to 13	Evaluation phase design review Prepare & submit IDE
10	Nov 14 to 20	Obtain IDE approval and IRB approval and perform site initiation and start clinical enrollment Importance of IDE progress/annual reports to FDA Complete enrollment and follow up

Week	Dates (2011)	Topic
		Submit clinical report to start larger clinical study (IDE supplement)
	Nov 21 to 27	Thanksgiving Recess
		Complete clinical study and report
11	Nov 28 to Dec 4	Submit PMA to FDA
		Final labeling
		Obtain PMA approval
12	Dec 5 to 10	Final design review and design transfer
		Advertising and promotion

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- *Fabrication* – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.
- *Plagiarism* – intentionally representing the words or ideas of another as one's own in any academic exercise without providing proper documentation by source by way of a footnote, endnote or intertextual note.
- *Unauthorized collaboration* – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual's.
- *Participation in academically dishonest activities* – Examples include stealing an exam, using a pre-written paper through mail order or other services, selling, loaning or otherwise distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts; alternation, theft, forgery, or destruction of the academic work of others.

- *Facilitating academic dishonesty* – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

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Northeastern University Online
College of Professional Studies
Course Syllabus

RMS5105, Fundamentals of Remote Sensing
12-week term
Required Text(s)/Software/Tools:
Remote Sensing of the Environment: An Earth Resource Perspective, John R. Jensen, Prentice-Hall, 2/E, ISBN-10: 0131889508.

This course might contain audio material and in some instances, you may be asked to participate in audio-based activities, such as a Voice Discussion Board. A headset (headphones plus microphone) will allow you to hear and record audio. The Logitech ClearChat Comfort USB Headset, or the Plantronics .Audio 470 or 500, or comparable brands/models, are recommended. Headsets can be purchased from online vendors such as amazon.com, bestbuy.com, or newegg.com. ***Sometimes computers have an in-built microphone also.***

Course Prerequisites
Not applicable

Course Description
Provides an overview of remote sensing principles and their earth and environmental science applications. Covers four general categories: 1) physical processes/theories involved in remote sensing, e.g., the nature and properties of electromagnetic radiation and how it is affected by interactions with the atmosphere and earth's surface; 2) different sensor types including optical, thermal, and microwave systems; 3) different applications of remote sensing such as land-use, land-change, vegetation, natural environmental, natural hazards, planetary environments, and military; and 4) methods of remote sensing as applied to analyzing images and extracting desired information.

From: http://www.cps.neu.edu/ci.php/courses/detail/RMS5105

Course Outcomes
Students will have the opportunity to:

1. *Understand Physical processes* involved in remote sensing. These include the nature and properties of electromagnetic radiation and how it is affected by interactions with the atmosphere and Earth's surface.
2. *Become Familiar with Different Sensor Types*: these include measurements from the optical, thermal and microwave portions of the electromagnetic spectrum that sense different attributes of the earth/atmosphere.
3. *Learn about Different Applications* of remote sensing, including monitoring vegetation health, water resources and geomorphologic applications. Applications are the motivation for remote sensing.
4. *Be Theoretically Introduced to Some Methods* of remote sensing that we use to analyze images and extract information. I will also provide a Jing video showing a remote sensing routine or 2.

Course Methodology

Each week you are required to go to the course material section of blackboard and open the weekly lesson plan for that week. The lesson plan is divided into 6 parts: objectives, readings, lecture, discussion board link, assignments, and a look ahead to the next week. You will be expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Complete all lecture materials for the week.
4. Participate in the Discussion Board – this is mandatory and initial contributions are expected by **12noon** (E.S.T.) on Thursday of that week's schedule. The discussion boards require thought and contemplation and should be a great source of supplementary information. You should spend some time browsing the responses of others as well as posting your own comments.
5. Complete and submit all assignments and tests by the due dates – these are typically quite short, requiring about 15-20 minutes to complete.

You will follow the same routine each week of this course until you've completed each lesson over a 12 week period. You can expect to dedicate in total about 4 hours per week to this course, depending on how quickly you read!

Participation/Discussion Board

Participation in Discussion Board questions is an essential part of your learning experience. As written in the Grading section of this syllabus, active participation through written responses to Discussion Board "prompts" will earn up to 25% of your final grade. Posts to discuss questions are expected to be concise and can be conversational in tone. You will be assessed on your discussions using the following criteria:

1. Timely response.
2. Adequate response, i. e., as specified in the original discussion board post of the instructor. Brevity and concise responses are encouraged.
3. Thoughtful discussion of the subject matter. The intention of the discussion board is to help improve comprehension as opposed to immediately getting the "right" answers. In other words, as a group, we will probe for an optimal answer. Therefore, questions are also allowed.
4. I will be checking the discussion boards at least once a day (except for Saturdays and public holidays). My role will be to facilitate the discussions, put them back on track if they steer off course and encourage you all to discuss amongst yourselves. I will evaluate the discussions weekly by assigning a value to the response which when graded will appear on your grade report.

Communication/Submission of Work

To assist each of us in communicating with one another, email addresses will be submitted by each student at enrollment and become part of your profile. Students are encouraged to email me regarding any course issue. I will usually respond within 24 hours. I also may send email to students to clarify course activities and/or to privately communicate to a student about Discussion Board postings or Assignment answers.

Note that content-oriented communication should occur in the Discussion Board instead of in an email, so that all students can benefit from each others' learning.

To view and submit assignments, click on the View/Complete Assignment link in the Assignments folder. Attach your completed assignments here and click Submit to turn them in to me. Once your assignment has been graded, you will be able to view the grade and feedback I have provided by clicking on Tools, View Grades from the Northeastern University Online Campus tab.

Grading/Evaluation Standards

Online class participation is an integral part of student development. Each week, questions relating to the material for that week will be posted on the Discussion Board. Students will be required to post their first response usually by the Thursday of each week. The response will be graded and posted to each student's grade report.

You will be given a week's advance notice to complete an assignment (2 weeks' worth of material will always be made available in Bb) and grades will be returned to the student within a week. Course work that is late without a valid reason or missing class participation will be marked down by 1 point for each day it is late.

Also, while the principal goal of this course is the acquisition of knowledge in the subject area, students should be aware that CPS requires that clear and effective writing be an integral part of the learning process.

The percentages relating to the final grade for the course are listed here:

Discussion Board	25%
Midterm	25%
Assignments	25%
Final Examination	25%
Total	100%

The course grading scale is as follows for 5105:

100 A+	82 – 80B-
99 – 93A	79 – 77C+
92 – 90A-	76 – 73C
89 – 87B+	72 – 70C-
86 – 83B	69 – 0 F

Letter grades are only assigned at the completion of a course once all points have been considered**.** For additional information please check the CPS Student Handbook, at http://www.cps.neu.edu/student-services/student-handbook.

Class Schedule / Topical Outline

Week	Dates	Topic	Assignments
1	Week 1	Definitions; advantages/ limitations; sensor resolutions; example applications	Cross-referenced Chapter 1 10 question quiz
2	Week 2	Air photos and Interpretation	Cross-referenced Chap 3 - 5 Image interpretation
3	Week 3	EMR radiation: the wave and particle model	Cross-referenced Chapter 2 10 question quiz
4	Week 4	Common image processing functions	Cross-referenced pages Making mind maps
5	Week 5	Different satellite types and examples of their uses	Cross-referenced Chapter 7 & 10 Written assignment
6	Week 6	Midterm exam	Study
7	Week 7	Global environmental change: a remote sensing perspective	Cross-referenced Chp 11 & 13 Written assignment
8	Week 8	Atmospheric effects and surface	Cross-referenced Chapter 2

		interactions	Written assignment
9	Week 9	Thermal imaging & applications	Cross-referenced Chapter 8 10 question quiz
10	Week 10	SAR imaging & application examples	Cross-referenced Chapter 9 Image interpretation
11	Week 11	Geomorphology	Cross-referenced Chapter 14 10 question quiz
12	Week 12	Final Exam	Study

Academic Honesty and Integrity Statement

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- *Fabrication* – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.
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- *Facilitating academic dishonesty* – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

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Appendix 5.a

The Faculty Senate Bylaws[1] (extracted from the 1999-2000 Faculty Handbook and updated)

1. Definition

The Teaching Faculty as defined in V.B.1 and 2 (of the 1999-2000 Faculty Handbook), is represented by the Faculty Senate which, together with the Administration of the University, has the responsibility of maintaining and improving the academic standards of the University and making the functioning of the University more effective and harmonious. It serves also to coordinate the activities of the various college faculties as well as those that involve both the administration and faculty of the University.

2. Composition

a. The membership of the Faculty Senate will consist of thirty-one faculty members, thirty elected from the College faculties and one full-time tenured or non-tenure track cooperative education faculty member elected by and from full-time tenured and non-tenure track faculty in the Department of Cooperative Education.[2, 12]

In addition, there will be ten administration members chosen by the President, one of whom will always be the Provost.[2] Other administrative and/or faculty members may be invited to sit with the Senate, but they would have no vote and will enter into discussion only at the pleasure of the Senate.

b. Officers of the Senate

1) The Chair of the Faculty Senate shall be the Provost. He or she shall normally preside at all meetings of the Senate, although the President of the University may preside at his or her pleasure.

2) The Vice Chair shall be elected annually from among the elected members of the Senate. He or she shall preside at the Senate in the absence of the Chair, and act as Chair of the Faculty Senate Agenda Committee. In either of these capacities, the Vice Chair shall retain his or her right to vote.

3) The Secretary shall be elected annually from among the elected members of the Senate. He or she shall record the business of the Senate, and at the completion of every academic year shall submit a written report of the Senate's activities to the University faculty.

4) The Vice Chair, Secretary, and members of the Agenda Committee shall be elected as follows:

a) Election of the Vice Chair

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[1] This faculty governance framework was approved by the Board of Trustees on June 19, 1961. Though only Teaching Faculty and administrative appointees serve on the Senate, policies recommended by the Senate and approved by the president govern the whole University.

[2] By precedent and agreement with the Senate the President has agreed to appoint as members only those who serve on the Academic or Administrative Councils, one of whom will always be the Provost.

Prenominations — Prenominations for the office of Vice Chair shall be made from the floor at the same meeting of the Faculty Senate at which the election is to take place. No second shall be required. The Chair shall query each person so named as to his or her willingness to be a candidate, and the names of those who decline candidacy shall be withdrawn from consideration. Senators not present at the meeting shall not be named as prenominees unless they have signified, in writing, their willingness to be candidates.

Nominating Ballot — Each Senator shall vote by secret ballot for one person on the prenomination list. The two Senators receiving the highest number of votes shall be the nominees. In the event of a tie for second place, all persons so tied shall be nominees.

Introduction of Candidates — Whenever possible, the Chair will introduce nominees for Vice Chair to the Senate, and candidates nominated by the above procedure shall be permitted up to five minutes to introduce themselves and express their views.

The Election Ballot — Each Senator shall vote for one of the nominees by secret ballot. The person receiving the highest number of votes shall be elected.

b) Election of the Secretary

The procedure for the election of the Secretary shall be the same as that for the election of the Vice Chair.

c) Election of Members of the Agenda Committee

Following the election of the Vice Chair and the Secretary, prenominations shall be made from the floor for members of the Agenda Committee. No second shall be required. The consent of those prenominated shall be obtained in the same manner as for the Vice Chair.

On the first nomination ballot, each Senator shall vote by secret ballot for two names from the prenomination list. The four Senators receiving the highest number of votes shall be the nominees. In the event of a tie for fourth place, all persons so tied shall be nominees.

On the first election ballot, each Senator shall vote by secret ballot for two of the nominees. Those two nominees receiving the highest number of votes shall be elected. In the event of a tie for second place, a runoff election shall be held. The nomination and election of the other two members of the Agenda Committee from the remaining names of the prenomination list shall be conducted in the same manner as prescribed above.

c. Only Professors, Associate Professors, and Assistant Professors from the College faculties, who are actively engaged at the University as full-time teaching and research personnel as defined in V.B.2.a and who do not have academic appointments which make them eligible for appointment as administration members, shall be eligible for election from their college to the Faculty Senate and shall have the right to vote in the election. Full-time tenured or non-tenure track Cooperation Education faculty shall be eligible for election from the Department of Cooperative Education to the Faculty Senate and shall have the right to vote in the election[12].

d. The term of office for elected Senate members shall be two years, and run from July 1 of the first academic year to June 30 of the second academic year[3]. Members initially elected shall have terms so adjusted by lot that one-half of the terms will expire the year thereafter. In case of a vacancy during a term, a special election shall be held to select a member for the unexpired portion. A

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[3] Approved by the Faculty Senate June 9, 1983. Approved by Board of Trustees June 10, 1983.

member may serve two successive full terms. A member who has just completed two successive full terms is eligible for reelection a year later.

e. The thirty faculty members of the Senate from the colleges shall be elected proportionately from the degree-granting colleges and the School of Law. Each of these units shall have at least one Senate representative, but those with larger faculties shall have correspondingly more representatives[12].

1) The specific representation for the year 2001-02 will be as follows: Arts and Sciences 16; Bouvé College of Pharmacy and Health Sciences 4; Business Administration 3; Computer Science 1; Criminal Justice 1; Engineering 4; Law 1.

2) In the spring quarter of every year, prior to the election, the Agenda Committee of the Senate will announce the number of the thirty Senate seats to be given each college for the following year. Its determination shall be based upon the number of full-time Teaching Faculty members in each of the colleges on March 31.

f. Elections to the Faculty Senate shall be conducted by each college and by the Department of Cooperative Education in the fourth week of the spring quarter in accordance with the following procedures and regulations[12]:

1) The nomination and election procedures are to be supervised by an *ad hoc* Committee chosen for the purpose by the Agenda Committee

2) Nomination Procedures

a) The first balloting should be for the purpose of nominating candidates for one-half of the vacancies to be filled. In the event that there is an odd number of vacancies to be filled, these initial nominations will be for one-half of the next higher even number.

b) Each Teaching Faculty member of a college may cast one nominating vote for each Senate vacancy. Each full-time tenured or non-tenure track faculty member of the Department of Cooperative Education may cast one nominating vote for the Coop Senate vacancy[12].

c) Two persons shall be nominated for each vacancy. In accordance with 2) a) above, the persons receiving the highest number of votes on the first ballot will be the nominees.

d) In the event of a tie for last place, all persons so tied will be nominees.

e) Whenever possible, the Chair will introduce nominees to the individual college faculties, and candidates nominated by the above procedure will be permitted up to five minutes to introduce themselves and express their views.

3) Election Procedure

a) Each Teaching Faculty member of a college may vote for one person for each Senate vacancy to be filled. Each full-time tenured or non-tenure track faculty member of the Department of Cooperative Education may vote for one person for the Coop Senate vacancy to be filled[12].

b) In accordance with 2) c) above, the nominees receiving the greatest number of votes are elected to membership. In the event of a tie for the last membership position, a runoff election will be held.

4) General Regulations

a) Secret ballots will be used for all voting.

b) The Deans of the colleges and the Dean of Cooperative Education will provide their respective faculties, one week prior to elections, with a list of those faculty members eligible to vote, indicating those who are not eligible to be elected as defined in A.2.c[12].

c) After any necessary corrections have been made, the lists shall be duplicated for use in nominations and ballots. Each eligible voter is to be handed one ballot and is to return it before the next ballot is distributed and collected.

d) Interim elections to fill vacancies will follow the same procedures, but the timing thereof should be consistent with the need to fill the vacancy.

e) Any faculty member has the right to decline nomination.

g. Most of the work of the Faculty Senate will be performed by the following standing committees:

1) The Faculty Senate Agenda Committee

This Committee will consist of the Vice Chair of the Senate who will act as chair of the Committee; the Secretary of the Senate who will be its secretary; and four additional Senators elected annually by the Senate from among the elected members of the Senate. The election of the Agenda Committee shall take place in the spring quarter preceding the academic year of its incumbency. After the annual Senate elections have been completed, the existing Agenda Committee shall call the Senators-designate to an organizational meeting for the sole purpose of electing the Agenda Committee for the forthcoming academic year. The officers of the existing Senate shall conduct the organizational meeting. The new Agenda Committee and the new Senate shall succeed to their responsibilities on July 1.[4]

a) This Committee will arrange the agenda for all Senate meetings, submit all assignments to standing committees, and establish *ad hoc* committees for special studies whenever necessary. An item of business may, however, be brought before the Senate for discussion without approval of the Agenda Committee if (i) a motion to do so is made and seconded, in writing, directly to the presiding officer of the Senate, and (ii) a majority of the Senate agrees to the discussion. The item shall then become an item of business at the next succeeding meeting.

b) All Senate committees will be responsible to the Agenda Committee and must submit their reports to it for review before presentation to the Senate. The Agenda Committee will have the right to return reports to committees if it feels it necessary.

c) The Agenda Committee will also provide a regular channel for consultation and communication between the faculty and administration in matters of new programs, planning, and University policy by meeting regularly with the President of the University.

d) The Agenda Committee should be represented by one or more members on the University-level committees or councils on long-range planning, financial priorities, and technology policy.[5]

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[4] Approved by the Faculty Senate June 9, 1983. Approved by Board of Trustees June 10, 1983.

[5] As of 1999, these bodies were the University Planning Council, Committee on Financial Priorities, and University Technology Council.

e) The Agenda Committee shall meet at least once each year with the Academic Affairs Committee of the Board of Trustees to report on Senate actions and issues coming before the Senate, and to discuss matters of mutual concern. By mutual agreement, the committees may hold more frequent meetings.

f) At each Senate meeting the Agenda Committee shall present an oral or written report briefing the Senate on its activities.

2) The Committee on Academic Policy[6]

This Committee will consist of the Provost and five Teaching Faculty members appointed annually by the Agenda Committee. At least two of its members, preferably including the Chair, shall be members of the Faculty Senate.

a) This Committee shall be concerned with questions of basic academic and research policy on an institutional level. Items to be dealt with should concern teaching loads, research procedures, academic requirements, classroom instruction, and all matters that pertain to classroom and laboratory activities.

b) This Committee shall also consider any academic matter or proposed program brought before the Senate that deals with relationships between the colleges or involves more than one college.

3) The Committee on Enrollment and Admissions Policy[7,7]

This Committee shall consist of five Teaching Faculty members appointed annually by the Agenda Committee, and an administrator appointed by agreement between the Provost and the Agenda Committee. At least two of the Teaching Faculty members, preferably including the Chair, shall be members of the Faculty Senate.

The Committee will maintain regular communications with University-wide planning committees.

a) This Committee shall deal with questions concerning enrollment management policy, admission goals and standards, and policy regarding recruitment and retention of students.

b) This Committee shall also prepare annual recommendations concerning improvements in admission standards, recruitment practices, enrollment management practices, and related areas.

4) The Committee on Faculty Development[6]

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[6] Resolution to change the composition of this standing committee approved by the Faculty Senate, May 13, 1991. Approved by President Curry, June 11, 1992.

[7] Made a standing committee by vote of the Faculty Senate, June 6, 1979; approved by faculty referendum, November, 27, 1979, and by the Board of Trustees, December 14, 1979. Renamed and role expanded by vote of the Faculty Senate January 11, 1999; approved by faculty referendum, April 12, 1999 and by the President October 10, 1999.

This Committee will consist of five Teaching Faculty members appointed annually by the Agenda Committee. At least two of its members, preferably including the Chair, shall be members of the Faculty Senate. No members of the University administration may serve on this committee in any capacity.

This Committee shall be concerned with the rights and status of faculty personnel. Matters to be dealt with are standards of tenure, promotion, and advancement for University faculty; and questions of professional development, academic freedom, and economic welfare.

5) The Committee on Financial Affairs,[6,8]

This Committee shall consist of five Teaching Faculty members appointed annually by the Agenda Committee. At least two of its members, preferably including the Chair, shall be members of the Faculty Senate.

a) This Committee shall be concerned with all questions related to financial affairs of the University. This may include surveys, reviews and recommendations on budgeting, and financial policies of the University.

b) This Committee shall also prepare annual recommendations for the improvement of faculty salaries and fringe benefits.

6) The Committee on Athletics[9]

This Committee will consist of four Teaching Faculty members, the Vice Provost for Undergraduate Education, and the Registrar's Athletic Certification Officer. The Faculty Representative to the NCAA must be one of the faculty members of the Committee, and will be its chair. Another of the faculty members will be a representative of the Admissions Policy Committee. The Committee members will be appointed annually by the President with the advice of the Senate from persons nominated by the Senate Agenda Committee. The President's appointment of the Faculty Representative to the NCAA shall be with the advice and consent of the Senate Agenda Committee.

a) This Committee shall be concerned with all matters of University policy regarding intercollegiate athletics as they relate to the University's academic mission and the academic progress of student athletes.

b) This Committee shall work with the Vice Provost for Undergraduate Education, Athletic Director, Compliance Officer, and Registrar to assure that proper academic standards are being met, that proper academic advising and support services are being provided, and to recommend policies for academic standards that meet or exceed those set by the NCAA.

c) This Committee shall meet regularly with the President and Athletic Director to assist in determining the University's position regarding matters on which its representatives will vote.

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[8]Made a standing committee by vote of the Faculty Senate, June 6, 1979. Approved by faculty referendum, November, 27, 1979, and by the Board of Trustees, December 14, 1979.

[9]Made a standing committee by vote of the Faculty Senate, January 11, 1999; approved by faculty referendum, April 12, 1999, and by the President, October 11, 1999.

h. *Ad hoc* Committees.

These Committees will be established by the Agenda Committee as the need arises. At least two members of each Committee will be elected members of the Senate. Members of the University administration may serve on these Committees, but the Chair must be elected by each *Ad hoc* Committee from among its faculty members.

3. Functions of the Faculty Senate

a. To act as a coordinating body to establish mutually satisfactory academic goals and standards among the various colleges and divisions;

b. To be consulted as either a whole body or in appropriate committees on all policies, proposals, and problems of faculty concern, including such matters as the creation of new colleges, new campuses, and new departments;

c. To initiate consideration and recommendation on any matter of faculty concern;

d. To undertake such legislative and advisory functions in connection with the work of the University as may be referred to it by the President and Board of Trustees; and

e. To provide communication between the Administration and general University faculty.

4. Procedural Policy of the Faculty Senate

a. The Faculty Senate will meet in plenary session once per quarter and more frequently, if necessary, subject to the decision of the presiding officer in conjunction with the Agenda Committee. A simple majority of the total membership shall constitute a quorum.

b. The Faculty Senate will forward recommendations and reports to the University President with appropriate comments. Certain routine matters, however, may be forwarded at the discretion of the Senate to an appropriate administrative body through the Office of the University President.

c. The Faculty Senate, at its discretion, may refer matters under consideration to referendum by either the general University faculty or the college faculties. Such referenda shall be binding on the Senate, provided that at least two-thirds of those eligible shall have participated in the voting.

d. All faculty, students, staff, and administrators may attend non-executive sessions of the Faculty Senate, but will not be permitted to vote. Only Senators and those holding faculty rank may be present when the Senate meets in executive session. The Senate shall meet in executive session when

1) the Agenda Committee designates such a session in advance, and

2) during a meeting a simple majority vote cast in secret ballot orders it. (A motion on the Senate floor to move into executive session shall be nondebatable and always in order during debate.)

At all sessions of the Senate the floor may be yielded to a non-Senator, who is legitimately present, by any member of the Senate unless this procedure is expressly suspended by a simple majority vote cast in secret ballot. Yielding the floor to a non-Senate member shall not be construed as in any way limiting the right of debate of the yielding Senator.

e. The Faculty Senate, through its authorized committees or representatives, shall receive information that it needs for its studies from the staff offices of the University.

f. The rules or procedures in Senate meetings, except as otherwise specified, shall be those presented in Robert's *Rules of Order* (Revised or Newly Revised).

g. The Faculty Senate may adopt rules and regulations for its own operation not inconsistent with the bylaws of the University or the bylaws of the Senate as set forth above.

5. Amendments to the Faculty Senate Bylaws

a. The foregoing Faculty Senate bylaws may be altered, amended, or repealed, in whole or in part, in accordance with the following procedures.[10]

1) The Method of Proposing Amendments to the Senate Bylaws

a) Senate Voting Requirement. A two-thirds affirmative vote of all Senators voting 'yea' or 'nay' in a roll-call vote shall be necessary to propose a bylaw amendment to the faculty from whom the Senators are elected.

b) Faculty Notice. At least two successive weeks notice must be given in writing to each Senator, and the announcement of a proposed amendment change and its text must appear on at least two successive Senate agendae circulated to the faculty immediately prior to the beginning of any Senate debate on a proposed amendment.

During the Senate floor debate on an amendment proposal, the usual procedures in Robert's *Rules of Order* (Revised or Newly Revised) for proposing amendments to any main motion shall apply, thus making advanced notice unrequired.

2) The Methods of Ratification of Proposed Senate Bylaw Amendments

Ratification of proposed amendments to the Faculty Senate bylaws shall require the participation of a minimum of 25 percent of the faculty, from whom the Senators are elected, and shall occur by one of the two following methods. The Faculty Senate shall designate which method of ratification shall be used.

a) A two-thirds majority of the Teaching Faculty, from whom the Senators are elected, voting 'yea' or 'nay' at a faculty meeting authorized by a call from either the President or the Senate Agenda Committee shall be necessary to ratify a proposed amendment. The list of faculty entitled to vote shall be compiled by the Senate Agenda Committee in conjunction with the University's chief academic officer. At least one week's written advance notice of the meeting must be given to the faculty, including the text of the proposed amendment(s). Debate must be confined to the merits of the Senate-proposed bylaw amendment(s), and cannot include changes from the floor as they will not derive from the procedures set forth in 5.a.1) above.

b) A two-thirds majority of the Teaching Faculty, from whom the Senators are elected, voting 'yea' or 'nay' by returned secret ballot, shall be necessary to ratify a Senate-proposed bylaw amendment. The list of faculty entitled to vote shall be compiled by the Senate

[10] Recommended by the Faculty Senate, November 15, 1976. Approved by the Board of Trustees, December 10, 1976.

Agenda Committee in conjunction with the University's chief academic officer. Thereafter a ballot prepared by the Agenda Committee, detailing the proposed bylaw amendment(s) and the changes it (they) would effectuate, shall be sent to the listed faculty. The deadline for the return of ballots may not be shorter than ten University working days and must be printed on the face of the ballot itself.

The Faculty Senate Agenda Committee shall be responsible for the integrity of the balloting procedures; shall count the ballots; and shall certify the outcome of the balloting to the Faculty Senate, the President and the Board of Trustees.

3) Operativeness of Amendments

Amendments to the Senate bylaws shall automatically go into effect unless they have been disapproved by the Board of Trustees within 90 days after written notice of faculty ratification has been sent to the President by the Senate Agenda Committee.

b. The foregoing organizational arrangements may be altered, amended, or repealed by the Board of Trustees at any of its regular meetings.

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1 This faculty governance framework was approved by the Board of Trustees on June 19, 1961. Though only Teaching Faculty and administrative appointees serve on the Senate, policies recommended by the Senate and approved by the president govern the whole University.

2 For a definition of College faculties, see section V.C.1 of the Faculty Handbook.

3 By precedent and agreement with the Senate the President has agreed to appoint as members only those who serve on the Academic or Administrative Councils, one of whom will always be the Provost.

4 Approved by the Faculty Senate June 9, 1983. Approved by Board of Trustees June 10, 1983.

5 Approved by the Faculty Senate June 9, 1983. Approved by Board of Trustees June 10, 1983.

6 As of 1999, these bodies were the University Planning Council, Committee on Financial Priorities, and University Technology Council.

7 Resolution to change the composition of this standing committee approved by the Faculty Senate, May 13, 1991. Approved by President Curry, June 11, 1992.

8 Made a standing committee by vote of the Faculty Senate, June 6, 1979; approved by faculty referendum, November, 27, 1979, and by the Board of Trustees, December 14, 1979. Renamed and role expanded by vote of the Faculty Senate January 11, 1999; approved by faculty referendum, April 12, 1999 and by the President October 10, 1999.

9 Made a standing committee by vote of the Faculty Senate, June 6, 1979. Approved by faculty referendum, November, 27, 1979, and by the Board of Trustees, December 14, 1979.

10 Made a standing committee by vote of the Faculty Senate, January 11, 1999; approved by faculty referendum, April 12, 1999, and by the President, October 11, 1999.

11 Recommended by the Faculty Senate, November 15, 1976. Approved by the Board of Trustees, December 10, 1976.

12 Approved by Faculty Senate, February 5, 2001. Approved by faculty referendum, March 12, 2001. Approved by the President, May 29, 2001, and by the Board of Trustees, June 8, 2001.

Appendix 5.b

Northeastern

Faculty Handbook

Table of Contents

STATEMENT OF THE FACULTY SENATE[1]

The *Faculty Handbook* represents a distillation of the policies related to University governance and faculty rights. Many operational procedures appear in the "Teaching Policies" or other sections of this site.

Many of the sections of this *Handbook* originated as actions by the Faculty Senate, Provost, President and/or Board of Trustees, and these are indicated by footnotes; other sections have emerged from the mists of the past without apparent pedigree.

To the extent that modification and revision of the *Handbook* do not constitute simple updating of factual materials, or changes to confirm to applicable laws, we believe that collegiality requires continued consultation between the Faculty Senate, the Provost and the President in order to maintain the vitality of this document as the basis of University governance. It is the position of the Faculty Senate that substantive changes to this *Handbook* for which procedures are not already mandated by the *Handbook* itself should receive the approval of the Faculty Senate.

Please note: All sections of this *Faculty Handbook* generally apply to all Teaching Faculty. However, because various provisions and policies of this *Handbook* and other policies and procedures on this site do not, in many cases, apply to all categories of faculty/academic personnel, some policies have been annotated to indicate the group(s) to which they apply.

[1] Amended by the Faculty Senate 25 February 1991. Original version approved by the Faculty Senate 13 June 1988. Reaffirmed 7 May 1990, with the additional resolution:
"BE IT RESOLVED
a) That the administration shall consult with the Senate Agenda Committee on any proposed revisions in the *Faculty Handbook;*
b) That the Agenda Committee shall review all such proposed revisions;
c) That, unless the Agenda Committee unanimously agrees that the proposed revisions do not substantially alter existing policies, the Agenda committee shall present the revisions in question to the Senate for discussion and vote."

THE FACULTY SENATE BYLAWS[1]

1. Definition

The Teaching Faculty as defined in The General University Faculty and Bylaws, is represented by the Faculty Senate which, together with the Administration of the University, has the responsibility of maintaining and improving the academic standards of the University and making the functioning of the University more effective and harmonious. It serves also to coordinate the activities of the various college faculties as well as those that involve both the administration and faculty of the University.

2. Composition

a. The membership of the Faculty Senate will consist of thirty faculty members elected from the College Faculties.[2] In addition, there will be ten administration members chosen by the President, one of whom will always be the Provost.[3] Other administrative and/or faculty members may be invited to sit with the Senate, but they would have no vote and will enter into discussion only at the pleasure of the Senate.

b. Officers of the Senate

1) The Chair of the Faculty Senate shall be the Provost. He or she shall normally preside at all meetings of the Senate, although the President of the University may preside at his or her pleasure.

2) The Vice Chair shall be elected annually from among the elected members of the Senate. He or she shall preside at the Senate in the absence of the Chair, and act as Chair of the Faculty Senate Agenda Committee. In either of these capacities, the Vice Chair shall retain his or her right to vote.

3) The Secretary shall be elected annually from among the elected members of the Senate. He or she shall record the business of the Senate, and at the completion of every academic year shall submit a written report of the Senate's activities to the University faculty.

4) The Vice Chair, Secretary, and members of the Agenda Committee shall be elected as follows:

a) Election of the Vice Chair

Prenominations — Prenominations for the office of Vice Chair shall be made from the floor at the same meeting of the Faculty Senate at which the election is to take place. No second shall be required. The Chair shall query each person so

[1] This faculty governance framework was approved by the Board of Trustees on June 19, 1961. Though only Teaching Faculty and administrative appointees serve on the Senate, policies recommended by the Senate and approved by the President govern the whole University.

[2] Approved by referendum March 2007 and by the Board of Trustees on June 8, 2007.

[3] By precedent and agreement with the Senate the President has agreed to appoint as members only the Provost, Vice Provosts, and/or academic deans.

named as to his or her willingness to be a candidate, and the names of those who decline candidacy shall be withdrawn from consideration. Senators not present at the meeting shall not be named as prenominees unless they have signified, in writing, their willingness to be candidates.

Nominating Ballot — Each Senator shall vote by secret ballot for one person on the prenomination list. The two Senators receiving the highest number of votes shall be the nominees. In the event of a tie for second place, all persons so tied shall be nominees.

Introduction of Candidates — Whenever possible, the Chair will introduce nominees for Vice Chair to the Senate, and candidates nominated by the above procedure shall be permitted up to five minutes to introduce themselves and express their views.

The Election Ballot — Each Senator shall vote for one of the nominees by secret ballot. The person receiving the highest number of votes shall be elected.

b) Election of the Secretary

The procedure for the election of the Secretary shall be the same as that for the election of the Vice Chair.

c) Election of Members of the Agenda Committee

Following the election of the Vice Chair and the Secretary, prenominations shall be made from the floor for members of the Agenda Committee. No second shall be required. The consent of those prenominated shall be obtained in the same manner as for the Vice Chair.

On the first nomination ballot, each Senator shall vote by secret ballot for two names from the prenomination list. The four Senators receiving the highest number of votes shall be the nominees.

In the event of a tie for fourth place, all persons so tied shall be nominees.

On the first election ballot, each Senator shall vote by secret ballot for two of the nominees. Those two nominees receiving the highest number of votes shall be elected. In the event of a tie for second place, a runoff election shall be held. The nomination and election of the other two members of the Agenda Committee from the remaining names of the prenomination list shall be conducted in the same manner as prescribed above.

c. Only Professors, Associate Professors, and Assistant Professors from the College Faculties, who are actively engaged at the University as full-time teaching and research personnel as defined in The General University Faculty and Bylaws and who do not have academic appointments which make them eligible for appointment as administration members, shall be eligible for election to the Faculty Senate and shall have the right to vote in the election.

d. The term of office for elected Senate members shall be two years, and run from July 1 of the first academic year to June 30 of the second academic year[4]. Members initially elected shall have terms so adjusted by lot that one-half of the terms will expire the year thereafter. In case of a vacancy during a term, a special election shall be held to select a member for the unexpired portion. A member may serve two successive full terms. A member who has just completed two successive full terms is eligible for reelection a year later.

e. The thirty faculty members of the Senate shall be elected proportionately from the degree-granting colleges and the School of Law. Each of these units shall have at least one Senate representative, but those with larger faculties shall have correspondingly more representatives.

   1) The representation on the Senate shall be proportional to the number of tenure-line professorial faculty in each college.

   2) In the spring semester of every year, prior to the election, the Agenda Committee of the Senate will announce the number of the thirty Senate seats to be given each college for the following year. Its determination shall be based upon the number of full-time tenured and tenure-track faculty members in each of the colleges on March 31.

f. Elections to the Faculty Senate shall be conducted by each college by the tenth week of the spring semester in accordance with the following procedures and regulations:

   1) The nomination and election procedures are to be supervised by an *ad hoc* Committee chosen for the purpose by the Agenda Committee

   2) Nomination Procedures

      a) The first balloting should be for the purpose of nominating candidates for one-half of the vacancies to be filled. In the event that there is an odd number of vacancies to be filled, these initial nominations will be for one-half of the next higher even number.

      b) Each Teaching Faculty member of a college may cast one nominating vote for each Senate vacancy.

      c) Two persons shall be nominated for each vacancy. In accordance with 2) a) above, the persons receiving the highest number of votes on the first ballot will be the nominees.

      d) In the event of a tie for last place, all persons so tied will be nominees.

      e) Whenever possible, the Chair will introduce nominees to the individual college faculties, and candidates nominated by the above procedure will be permitted up to five minutes to introduce themselves and express their views.

[4] Approved by the Faculty Senate on June 9, 1983. Approved by Board of Trustees on June 10, 1983.

3) Election Procedure

a) Each Teaching Faculty member of a college may vote for one person for each Senate vacancy in the member's College to be filled.

b) In accordance with 2) c) above, the nominees receiving the greatest number of votes are elected to membership. In the event of a tie for the last membership position, a runoff election will be held.

4) General Regulations

a) Secret ballots will be used for all voting.

b) The Deans of the Colleges will provide their respective faculties, one week prior to elections, with a list of those faculty members eligible to vote, indicating those who are not eligible to be elected as defined in 2.c. above.

c) After any necessary corrections have been made, the lists shall be duplicated for use in nominations and ballots. Each eligible voter is to be handed one ballot and is to return it before the next ballot is distributed and collected.

d) Interim elections to fill vacancies will follow the same procedures, but the timing thereof should be consistent with the need to fill the vacancy.

e) Any faculty member has the right to decline nomination.

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This Committee will consist of the Vice Chair of the Senate who will act as chair of the Committee; the Secretary of the Senate who will be its secretary; and four additional Senators elected annually by the Senate from among the elected members of the Senate. The election of the Agenda Committee shall take place in the spring semester preceding the academic year of its incumbency. After the annual Senate elections have been completed, the existing Agenda Committee shall call the Senators-designate to an organizational meeting for the sole purpose of electing the Agenda Committee for the forthcoming academic year. The officers of the existing Senate shall conduct the organizational meeting. The new Agenda Committee and the new Senate shall succeed to their responsibilities on July 1.[5]

a) This Committee will arrange the agenda for all Senate meetings, submit all assignments to standing committees, and establish *ad hoc* committees for special studies whenever necessary. An item of business may, however, be brought before the Senate for discussion without approval of the Agenda Committee if (i) a motion to do so is made and seconded, in writing, directly to

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the presiding officer of the Senate, and (ii) a majority of the Senate agrees to the discussion. The item shall then become an item of business at the next succeeding meeting.

b) All Senate committees will be responsible to the Agenda Committee and must submit their reports to it for review before presentation to the Senate. The Agenda Committee will have the right to return reports to committees if it feels it necessary.

c) The Agenda Committee will also provide a regular channel for consultation and communication between the faculty and administration in matters of new programs, planning, and University policy by meeting regularly with the President of the University.

d) The Agenda Committee should be represented by one or more members on the University-level committees or councils on long-range planning, financial priorities, and technology policy.

e) The Agenda Committee shall meet at least once each year with the Academic Affairs Committee of the Board of Trustees to report on Senate actions and issues coming before the Senate, and to discuss matters of mutual concern. By mutual agreement, the committees may hold more frequent meetings.

f) At each Senate meeting the Agenda Committee shall present an oral or written report briefing the Senate on its activities.

2) The Committee on Academic Policy[6]

This Committee will consist of the Provost and five Teaching Faculty members appointed annually by the Agenda Committee. At least two of its members, preferably including the Chair, shall be members of the Faculty Senate.

a) This Committee shall be concerned with questions of basic academic and research policy on an institutional level. Items to be dealt with should concern teaching loads, research procedures, academic requirements, classroom instruction, and all matters that pertain to classroom and laboratory activities.

b) This Committee shall also consider any academic matter or proposed program brought before the Senate that deals with relationships between the colleges or involves more than one college.

3) The Committee on Enrollment and Admissions Policy[7]

[6] Resolution to change the composition of this standing committee approved by the Faculty Senate, May 13, 1991. Approved by the President, June 11, 1992.

[7] Made a standing committee by vote of the Faculty Senate, June 6, 1979; approved by faculty referendum, November, 27, 1979, and by the Board of Trustees, December 14, 1979. Resolution to change the composition of this standing committee approved by the Faculty Senate, May 13, 1991, and the President, June 11, 1992. Renamed and role expanded by vote of the Faculty Senate January 11, 1999; approved by faculty referendum, April 12, 1999 and by the President October 10, 1999.

This Committee shall consist of five Teaching Faculty members appointed annually by the Agenda Committee, and an administrator appointed by agreement between the Provost and the Agenda Committee. At least two of the Teaching Faculty members, preferably including the Chair, shall be members of the Faculty Senate. The Committee will maintain regular communications with University-wide planning committees.

a) This Committee shall deal with questions concerning enrollment management policy, admission goals and standards, and policy regarding recruitment and retention of students.
b) This Committee shall also prepare annual recommendations concerning improvements in admission standards, recruitment practices, enrollment management practices, and related areas.

4) The Committee on Faculty Development[8]

This Committee will consist of five Teaching Faculty members appointed annually by the Agenda Committee. At least two of its members, preferably including the Chair, shall be members of the Faculty Senate. No members of the University administration may serve on this committee in any capacity. This Committee shall be concerned with the rights and status of faculty personnel. Matters to be dealt with are standards of tenure, promotion, and advancement for University faculty; and questions of professional development, academic freedom, and economic welfare.

5) The Committee on Financial Affairs[9]
This Committee shall consist of five Teaching Faculty members appointed annually by the Agenda Committee. At least two of its members, preferably including the Chair, shall be members of the Faculty Senate.

a) This Committee shall be concerned with all questions related to financial affairs of the University. This may include surveys, reviews and recommendations on budgeting, and financial policies of the University.

b) This Committee shall also prepare annual recommendations for the improvement of faculty salaries and fringe benefits.

6) The Committee on Athletics[10]

This Committee will consist of four Teaching Faculty members, the Vice Provost for Undergraduate Education, and the Registrar's Athletic Certification Officer. The Faculty Representative to the NCAA must be one of the faculty members of the Committee, and will be its chair. Another of the faculty members will be a representative of the Admissions Policy Committee. The Committee members will

[8] Resolution to change the composition of this standing committee approved by the Faculty Senate, May 13, 1991. Approved by the President, June 11, 1992.
[9] Made a standing committee by vote of the Faculty Senate, June 6, 1979. Approved by faculty referendum, November 27, 2979, and by the Board of Trustees, December 14, 1979. Resolution to change the composition of this standing committee approved by the Faculty Senate, May 13, 1991. Approved by the President, June 11, 1992.
[10] Made a standing committee by vote of the Faculty Senate, January 11, 1999; approved by faculty referendum, April 12, 1999, and by the President, October 11, 1999.

be appointed annually by the President with the advice of the Senate from persons nominated by the Senate Agenda Committee. The President's appointment of the Faculty Representative to the NCAA shall be with the advice and consent of the Senate Agenda Committee.

a) This Committee shall be concerned with all matters of University policy regarding intercollegiate athletics as they relate to the University's academic mission and the academic progress of student athletes.

b) This Committee shall work with the Vice Provost for Undergraduate Education, Athletic Director, Compliance Officer, and Registrar to assure that proper academic standards are being met, that proper academic advising and support services are being provided, and to recommend policies for academic standards that meet or exceed those set by the NCAA.

c) This Committee shall meet regularly with the President and Athletic Director to assist in determining the University's position regarding matters on which its representatives will vote.

h. *Ad hoc* Committees

These Committees will be established by the Agenda Committee as the need arises. At least two members of each Committee will be elected members of the Senate. Members of the University administration may serve on these Committees, but the Chair must be elected by each *Ad hoc* Committee from among its faculty members.

3. Functions of the Faculty Senate

a. To act as a coordinating body to establish mutually satisfactory academic goals and standards among the various colleges and divisions;

b. To be consulted as either a whole body or in appropriate committees on all policies, proposals, and problems of faculty concern, including such matters as the creation of new colleges, new campuses, and new departments;

c. To initiate consideration and recommendation on any matter of faculty concern;

d. To undertake such legislative and advisory functions in connection with the work of the University as may be referred to it by the President and Board of Trustees; and

e. To provide communication between the Administration and general University faculty.

4. Procedural Policy of the Faculty Senate

a. The Faculty Senate will meet in plenary session once per semester and more frequently, if necessary, subject to the decision of the presiding officer in conjunction with the Agenda Committee. A simple majority of the total membership shall constitute a quorum.

b. The Faculty Senate will forward recommendations and reports to the University President with appropriate comments. Certain routine matters, however, may be

forwarded at the discretion of the Senate to an appropriate administrative body through the Office of the University President.

c. The Faculty Senate, at its discretion, may refer matters under consideration to referendum by either the general University faculty or the college faculties. Such referenda shall be binding on the Senate, provided that at least two-thirds of those eligible shall have participated in the voting.

d. All faculty, students, staff, and administrators may attend non-executive sessions of the Faculty Senate, but will not be permitted to vote. Only Senators and those holding faculty rank may be present when the Senate meets in executive session. The Senate shall meet in executive session when

   1) the Agenda Committee designates such a session in advance, and

   2) during a meeting when a simple majority vote cast in secret ballot orders it. (A motion on the Senate floor to move into executive session shall be nondebatable and always in order during debate.)

   At all sessions of the Senate the floor may be yielded to a non-Senator, who is legitimately present, by any member of the Senate unless this procedure is expressly suspended by a simple majority vote cast in secret ballot. Yielding the floor to a non-Senate member shall not be construed as in any way limiting the right of debate of the yielding Senator.

e. The Faculty Senate, through its authorized committees or representatives, shall receive information that it needs for its studies from the staff offices of the University.

f. The rules or procedures in Senate meetings, except as otherwise specified, shall be those presented in *Robert's Rules of Order* (*Revised* or *Newly Revised*).

g. The Faculty Senate may adopt rules and regulations for its own operation not inconsistent with the bylaws of the University or the bylaws of the Senate as set forth above.

5. Amendments to the Faculty Senate Bylaws

a. The foregoing Faculty Senate bylaws may be altered, amended, or repealed, in whole or in part, in accordance with the following procedures.[11]

   1) The Method of Proposing Amendments to the Senate Bylaws

      a) *Senate Voting Requirement*. A two-thirds affirmative vote of all Senators voting 'yea' or 'nay' in a roll-call vote shall be necessary to propose a bylaw amendment to the faculty from whom the Senators are elected.

[11] Recommended by the Faculty Senate, November 15, 1976. Approved by the Board of Trustees, December 10, 1976.

b) *Faculty Notice*. At least two successive weeks notice must be given in writing to each Senator, and the announcement of a proposed amendment change and its text must appear on at least two successive Senate agendae circulated to the faculty immediately prior to the beginning of any Senate debate on a proposed amendment.

During the Senate floor debate on an amendment proposal, the usual procedures in *Robert's Rules of Order* (*Revised* or *Newly Revised*) for proposing amendments to any main motion shall apply, thus making advanced notice unrequired.

2) The Methods of Ratification of Proposed Senate Bylaw Amendments

Ratification of proposed amendments to the Faculty Senate bylaws shall require the participation of a minimum of 25 percent of the faculty, from whom the Senators are elected, and shall occur by one of the two following methods. The Faculty Senate shall designate which method of ratification shall be used.

a) A two-thirds majority of the Teaching Faculty, from whom the Senators are elected, voting 'yea' or 'nay' at a faculty meeting authorized by a call from either the President or the Senate Agenda Committee shall be necessary to ratify a proposed amendment. The list of faculty entitled to vote shall be compiled by the Senate Agenda Committee in conjunction with the University's chief academic officer. At least one week's written advance notice of the meeting must be given to the faculty, including the text of the proposed amendment(s). Debate must be confined to the merits of the Senate-proposed bylaw amendment(s), and cannot include changes from the floor as they will not derive from the procedures set forth in 5.a.1) above.

b) A two-thirds majority of the Teaching Faculty, from whom the Senators are elected, voting 'yea' or 'nay' by returned secret ballot, shall be necessary to ratify a Senate-proposed bylaw amendment.

The list of faculty entitled to vote shall be compiled by the Senate Agenda Committee in conjunction with the University's chief academic officer. Thereafter a ballot prepared by the Agenda Committee, detailing the proposed bylaw amendment(s) and the changes it (they) would effectuate, shall be sent to the listed faculty. The deadline for the return of ballots may not be shorter than ten University working days and must be printed on the face of the ballot itself.

The Faculty Senate Agenda Committee shall be responsible for the integrity of the balloting procedures; shall count the ballots; and shall certify the outcome of the balloting to the Faculty Senate, the President and the Board of Trustees.

3) Operativeness of Amendments

Amendments to the Senate bylaws shall automatically go into effect unless they have been disapproved by the Board of Trustees within 90 days after written notice of faculty ratification has been sent to the President by the Senate Agenda Committee.

The foregoing organizational arrangements may be altered, amended, or repealed by the Board of Trustees at any of its regular meetings.

DISMISSAL PROCEEDINGS[1]

Dismissal of a faculty member who has tenure or whose term appointment has not expired is the most severe sanction which the University may impose. An administrative officer who intends to request that dismissal proceedings begin should do so only when there is clear evidence to show adequate cause for dismissal. Adequate cause for dismissal will be gross personal misconduct, gross neglect of duty, or the unfitness of the faculty member in his or her professional capacity as a teacher or a researcher. Except in an unusually serious or sudden case of gross personal misconduct (including sexual harassment), gross neglect of duty, or unfitness in one's professional capacity, a request for dismissal proceedings should come forth only after a history of prior formal disciplinary action has been established.

1. Preliminary Proceedings Concerning Cause for Dismissal of a Faculty Member

When reason arises to consider dismissal of a faculty member, the Provost (or a representative specifically designated by the Provost) should discuss the matter with him/her in personal conference. The matter may be terminated by mutual consent at that point, a corrective disciplinary sanction may be imposed (with the faculty member retaining his/her rights under the Faculty Grievance Procedure), or a request to commence dismissal proceedings may be made by the President to the Faculty Senate Agenda Committee.

a. In the request the President shall state, in general terms, the grounds for dismissal of the faculty member and shall state that a bill of particulars has been prepared which will be delivered to a Committee of Inquiry when it commences its investigation.

   1) At the same time that the request for dismissal proceedings is sent to the Senate Agenda Committee a copy of that request shall be delivered to the faculty member.

   2) The bill of particulars shall include:

      a) The specific charge(s) which would establish cause for dismissal, clearly identifying the rules, regulations, policies, and/or norms of professional conduct alleged to have been violated.
      b) For each charge alleged as the basis for dismissal:

         (1) the time or times of alleged cause;
         (2) the place or places of alleged cause;
         (3) the manner in which alleged cause was committed (the activity or failure to act);
         (4) the means, if any, employed to commit the alleged cause;
         (5) the name or names of person(s), if any, other than the accused, present during commission of alleged cause and of whom the University currently has knowledge (or upon whom the University plans to rely in proof of its case).

[1] Modified from procedures approved by the American Association of University Professors, April 1958. Revised procedures approved by Faculty Senate, February 26, 1990; editorial revisions accepted by the Senate Agenda Committee, June 15, 1990. Approved by Board of Trustees October 12, 1990 with further editorial revisions accepted by the Senate Agenda Committee, January 29, 1991. The procedure applies to Teaching Faculty (2.1-4),Clinical and Academic Specialists (2.7)), and to Co-op Coordinators (2.9) only.

c) For each charge alleged as the basis for dismissal: A statement detailing previous disciplinary action taken against the faculty member with respect to each charge alleged as the basis for dismissal.

3) At the same time that the bill of particulars is sent to the Committee of Inquiry a copy shall be delivered to the faculty member.

b. When the Senate Agenda Committee has received the President's request, it shall appoint a Committee of Inquiry consisting of five faculty members not part of the department or equivalent academic unit to which the person under investigation belongs.[2]

1) The function of the Committee of Inquiry shall be to conduct an informal inquiry into the situation specified in the bill of particulars and to determine whether, in its view, there is sufficient evidence to demonstrate probable cause for dismissal.
2) It is the burden of the University to present the specific charges against the faculty member. The Committee of Inquiry will reach its findings solely on the basis of the charges brought, and will not formulate charges which have not already been specified in the bill of particulars.
3) During the informal inquiry, neither the University nor the faculty member is entitled to representation by an attorney before the Committee of Inquiry. However, the faculty member is permitted to bring another faculty member, as an observer, to any meeting between him/her and the Committee.
4) The Committee of Inquiry shall submit its findings in writing to the President with a specific finding as to each charge and a conclusion as to whether probable cause exists to justify commencing formal dismissal proceedings.
5) When the President and the Committee of Inquiry agree that probable cause for dismissal exists, a written statement to that effect shall be jointly formulated, specifying the charges. If there is disagreement between the President and the Committee of Inquiry, the President reserves the right to proceed to a formal dismissal hearing based on a unilaterally formulated statement of charges.
6) A communication from the President to the faculty member, together with any statement formulated in step 5) shall inform the faculty member that further action will not proceed or shall inform him/her that formal dismissal proceedings will proceed. A copy of this communication and the detailed statement of charges shall be transmitted to the Senate Agenda Committee.

2. Commencement of Formal Proceedings

a. Upon receipt of the President's communication that dismissal proceedings shall commence, and the statement of charges, the Senate Agenda Committee shall serve notice to the faculty member that a hearing to determine whether he/she should be

[2] If a Review Committee under the Sexual Harassment Procedure (adopted by the Board of Trustees, on March 24, 1982) has recommended that the faculty member be dismissed and the President concurs, the President shall request a formal dismissal proceeding without the informal inquiry steps enumerated in this subsection. The Review Committee shall be deemed to have substituted for the Committee of Inquiry, and the Review Committee's evidence, determination, and summary of reasons shall replace those which would have come from the Committee of Inquiry. In all other respects, the dismissal procedure shall be followed.

removed from his/her faculty position on the grounds stated will be conducted at a specified date, time and place.

b. Notice of hearing will be served at least thirty calendar days prior to the date of the hearing. The faculty member may waive a hearing or may respond to the charges in writing at any time before the hearing. In any case, the faculty member must make a detailed and specific written response to the statement of charges not less than fourteen calendar days before the date of the hearing.

c. If the faculty member does not respond to the notice of hearing and statement of charges, the hearing will go forward without the faculty member being permitted to participate. If the faculty member denies the charges or asserts that the charges do not support a finding of adequate cause, but waives a hearing, the hearing will go forward and the faculty member may participate.

3. Assistance for Committee of Inquiry and Hearing Committee

a. In the course of preliminary proceedings and/or formal dismissal proceedings, the Senate Agenda Committee may deem it necessary to seek legal counsel on issues of process, for itself or for the Committee of Inquiry. The Agenda Committee will appoint such counsel. The University administration will provide a reasonable budget to meet the expense of such counsel.

b. To assure impartiality of the Agenda Committee's counsel, and to assure impartiality of the hearing master, payments to these persons will be made from a budget account established by the University administration for that purpose at the commencement of dismissal proceedings, and administered by the Agenda Committee (subject to regular University budgetary procedures). In addition, this budget will cover the costs of preparing transcripts as required below.

4. Hearing Committee

a. The Hearing Committee will be comprised of six faculty members chosen by the Senate Agenda Committee from among its members and/or the members of the previous four Agenda Committees.

b. A master will be appointed to facilitate the hearing process as an agent of the Hearing Committee. The master will be a legal professional with experience as an arbitrator, chosen by the Hearing Committee.

5. Committee Proceeding

a. Representation by Counsel

During the proceedings the faculty member is entitled to counsel and an academic advisor of his/her choice. The administration's case may be offered by an administrator designated by the President and/or by designated counsel.

b. Hearing Proceedings

1) Initial Hearing Session

The initial session of the hearing will take place on the date established by the Agenda Committee in the notice of hearing. A postponement may be granted only at the will of the Hearing Committee.

This session will bring together the parties, the Hearing Committee and the master, to place in the record the statement of charges and to deal with preliminary procedural matters.

The session will be convened by the Chair of the Hearing Committee. After having been introduced to the parties, the master will then preside.

Upon adjournment of the initial session, the formal hearing before the Committee will normally resume only after the master has completed the findings of fact.

2) Fact Finding

To facilitate the progress of the formal hearing, the Hearing Committee will designate the master to be its agent in determining the facts of the case. The master will hold evidentiary sessions in which the administration and the faculty member will present the evidence in the case, including testimony and cross-examination of witnesses. A verbatim transcript will be taken.

Hearing Committee members will not be required to attend these sessions.

When the presentation of evidence is concluded, the master will make the findings of fact. These findings shall be presented to the Hearing Committee, in writing. The University and the faculty member may present specific written exceptions to the findings of fact if they believe that a finding is not reasonably based on evidence in the record. The transcript of the presentation of evidence will be made available to the Hearing Committee.

3) Procedures

a) The Hearing Committee and the master will not be bound by strict legal rules of evidence, and may admit any evidence which has a tendency to prove any fact of consequence to a determination of the issues to be decided.

Unless special circumstances warrant, it should not be necessary to follow formal rules of court procedure. The Hearing Committee, in consultation with the master, will make rulings with regard to granting adjournment or termination of the hearing.

b) The proceedings shall be closed unless all parties including the Hearing Committee agree that they should be open.

c) The faculty member will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence. To this end, the administration will cooperate with the Hearing Committee and the master in attempting to secure witnesses and making available documentary and other evidence.

d) The faculty member and the administration will have the right to confront and cross-examine all witnesses unless the faculty member has been excluded from the

proceeding under the terms of 2.C above. Where witnesses cannot or will not appear, but the master or the Hearing Committee determines that the interests of justice require admission of their statements, the witnesses will be identified; the master will conduct an interview, if possible, and will read a report of the interview into the record.

e) In the hearing of charges of incompetence, the testimony may include that of experts including qualified faculty members from this or other colleges or universities.

f) A verbatim transcript of the fact-finding sessions and of the hearing will be taken. Once the transcript has been received from the stenographer, a copy will be made available to the faculty member at his/her request.

4) Formal Hearing

a) When the formal hearing resumes, the Hearing Committee will receive the master's findings and any exceptions thereto, and will hear oral argument by both sides.

b) If circumstances warrant, the Hearing Committee may request documentary evidence or the appearance of witnesses other than those presented by the faculty member or the administration. The Hearing Committee or the master (at its request) may reexamine witnesses heard during the fact- finding.

c) If the Hearing Committee feels that written briefs would be helpful, it may request them.

6. Consideration by Hearing Committee

a. The Hearing Committee will reach its decision in conference without assistance of counsel or the master. The findings of fact and the decision will be based solely on the hearing record. The burden of proof that adequate cause exists rests with the administration and will be satisfied only by a preponderance of clear and convincing evidence in the record considered as a whole.

b. The Hearing Committee will make explicit findings with respect to each of the charges presented. It may, at its discretion, prepare a reasoned opinion. If the Hearing Committee decides that the facts establish adequate cause for some form of discipline, but not for dismissal, it may recommend a disciplinary sanction other than dismissal. If a faculty member has previously been suspended without pay, such a suspension may not be recommended by the Hearing Committee.

c. Publicity concerning the Hearing Committee's decision should be withheld until final consideration has been given to the case by the Board of Trustees. Any release to the public should be made through the President's Office.

7. Consideration by the Board of Trustees

The President will transmit to the Board of Trustees the full report of the Hearing Committee, stating its action. If the Board of Trustees, or a duly authorized committee thereof, chooses to review the case, its review will be based on the record of the committee hearing, and it may

provide opportunity for argument, oral, written or both, by the principals at the hearing, or by their representatives. The decision of the Hearing Committee should either be sustained or the proceeding returned to the Committee with objections specified. If the Board of Trustees has objections regarding limited aspects of the Hearing Committee decision, the decision may be returned to the Hearing Committee for reconsideration limited to those specified issues.

The Committee will then reconsider, taking into account the stated objections and receiving new evidence if necessary. It should frame its decision and communicate it in the same manner as before. The Board of Trustees will make a final decision only after study of the Committee's reconsideration.

The Faculty Grievance Procedure shall not apply to this Dismissal Procedure or any final action taken pursuant to it.

8. Suspension of the Faculty Member during Proceedings

The University may institute suspension of the faculty member during the proceedings only if immediate harm to the faculty member or to others is threatened by continuing his/her employment responsibilities. Unless legal considerations forbid, any such suspension shall be with pay.

9. Publicity

Except for such simple announcements as may be required, covering the time of the hearing and similar matters, public statements about the case by the faculty member, administrative officers, Hearing Committee members, or legal counsel shall be avoided so far as possible until the proceedings have been completed. Announcement of the final decision shall be made by the President. If the final decision differs from the Hearing Committee's recommendation, the announcement shall include a statement of that recommendation.

POLICY REGARDING FACULTY DISCIPLINE[1]

The University has the inherent right to discipline a faculty member for just cause.

In the event that a faculty member is accused of violating well-established, University-wide policies or procedures (e.g., those regarding sexual harassment, discrimination, timely submission of grades), the establishment of cause and imposition of discipline should proceed in conformity with the published guidelines.

In the event that a faculty member is accused of violating the established policies or procedures of a College or Department (or equivalent unit) and/or of violating such policies or procedures for which no clear disciplinary guidelines have been established, and/or of violating commonly accepted norms of professional conduct, the establishment of cause and imposition of discipline should proceed within the unit whose policies or procedures are alleged to have been violated.

Appropriate disciplinary measures are sanctions commonly applicable to faculty, including a formal letter of reprimand, a reduction of salary increment, a period of suspension (with or without pay), and dismissal from the faculty, or other appropriate sanctions within this range.

After careful investigation and documentation of the validity of the alleged infraction, imposition of a disciplinary sanction other than suspension or dismissal should be carried out by the appropriate academic administrator (e.g., Department Chair, Dean or Provost).

When suspension of a faculty member has been recommended, the decision whether to impose the sanction must be made by the President after careful review of the facts and process leading to the recommendation. Any suspension without pay for a period longer than one year shall only be made following the dismissal procedures. More than one suspension without pay of the same person shall not be permitted.

In the event that dismissal of the faculty member is sought, there will normally be a record either of progressive steps of disciplinary action (and related actions, if any, within the Faculty Grievance Procedure), or of the appropriate review procedure (e.g., alleged sexual harassment) prior to the bringing of dismissal charges. Only in an unusually serious or sudden case of gross personal misconduct (including sexual harassment), unfitness as a teacher or researcher, or gross neglect of duty ought dismissal charges be brought without a prior record of corrective discipline.

In any instance in which disciplinary action is brought (except actions for dismissal), the faculty member to be disciplined has full access to those avenues of appeal and redress afforded by the Faculty Grievance Procedure set forth in the *Faculty Handbook*.

[1] Approved by Faculty Senate, February 26, 1990; editorial revisions accepted by Senate Agenda Committee, June 15, 1990. Approved by Board of Trustees October 12, 1990 with further editorial revisions accepted by the Senate Agenda Committee, January 29, 1991. This procedure applies to Teaching Faculty (2.1-2.4), Clinical or Academic Specialists (2.7), and to Co-op Coordinators (2.9) only.

TENURED AND TENURE-TRACK FACULTY GRIEVANCE PROCEDURE[1]

From time to time within the University community, disputes may arise between a faculty member and a department chair (or equivalent), Dean, Provost, or other administrator in which there are allegations of inequitable treatment, violation of academic freedom, or violation of University policy or procedures in some action which affects the faculty member. Administrators should work carefully to avoid such situations and, should they occur, make every effort to resolve them before they become formal grievances. Similarly, faculty should understand that mediating a formal grievance will involve a major investment of their colleagues' time, and should use the procedure only to resolve important issues. When such a dispute arises, it is important that the parties work in good faith to resolve the situation informally, as quickly as possible. The aggrieved faculty member should attempt to meet with the person whose action is the focus of the dispute in order to discuss and resolve the situation. If resolution is not achieved, s/he should attempt to meet first with the Dean and, if the Dean is unable to resolve the dispute, then with the Provost (or Provost's representative) to make them aware of the situation and discuss paths to resolution. If, after making these attempts at informal resolution, the faculty member is not satisfied, s/he may proceed formally within the regular grievance procedure, including the option for early provostial review.[2]

1. Definitions and Eligibility

a. Definition of "Grievance"

A grievance is defined as a complaint by a faculty member that he or she:

1) has been subject to a violation, misinterpretation or inequitable application of the provisions of the *Faculty Handbook* or other published University or unit policies or procedures; or
2) has otherwise been treated unfairly or inequitably.

b. Eligibility and Applicability

This procedure is available only to full-time probationary or tenured members of the Teaching Faculty as defined in the *Faculty Handbook*.[3] Grievances relating to tenure, whether procedural or substantive, shall be governed by the Tenure provisions of this handbook. This grievance procedure does not apply with respect to tenure or early tenure decisions nor does it apply to a Dismissal Proceeding or any final action pursuant to it.

[1] Approved by vote of the Faculty Senate, November 2, 1992. Approved by the Board of Trustees, June 11, 1993. Amended by vote of the Faculty Senate, June 7, 1994; presidential approval authorized by Board of Trustees, June 10, 1994; approved by the President, July 7, 1994. The original Faculty Grievance Procedure on which this is based was adopted by the Board of Trustees in 1973. This procedure applies to Teaching Faculty (2.1-2.4) and, as modified in the footnotes that accompany the procedure, to Co-op Coordinators (2.9) only. A grievance procedure that applies to Clinical or Academic Specialists or Full Time or Benefits Eligible Lecturers (2.8F or B) follows this section.

[2] See section 3 below for Early Provostial Review (formerly the "Accelerated Grievance Procedure").

[3] Or Cooperative Education Coordinators (2.9).

If a grievant makes a claim of discriminatory acts prohibited by law or by University policy, the grievance shall first be pursued through the Office of Institutional Diversity and Equity and its procedures. When this has been completed, any aspects of the grievance which remain unresolved may then be brought to the grievance procedure.

2. Regular Grievance Procedure

a. Step One: Filing a Grievance

1) A grievance must be filed within three months after the faculty member became aware of the grievable event. During this period s/he must attempt to resolve the matter informally.
2) A formal grievance is filed in writing with the Senate Agenda Committee. The Senate's grievance coordinator will send copies to the Department Chair (or equivalent), Dean, Provost, and (if not one of these) the person whose action occasioned the grievance.
3) In the formal grievance, the grievant will state the exact nature of the grievance, against whom it is filed, and the remedy sought. At this point s/he may request resolution through the Early Provostial Review Option.[4]
4) In the event that informal steps to resolve the situation are ongoing, the grievant may request, in writing, that the Senate Agenda Committee automatically grant postponement of the Step Two for an additional two months. At any time that the grievant is dissatisfied with the progress of informal steps, s/he may, in writing, rescind this request and resume the normal grievance process.

b. Step Two: Mediation by an ad hoc Faculty Committee

1) As soon as possible after the Senate Agenda Committee has received notice of a grievance or notice that Early Provostial Review has not resolved the grievance, the Agenda Committee shall appoint an *ad hoc* Mediation Committee composed of three faculty members.[5] In appointing this Committee, the Agenda Committee will normally appoint faculty members not involved with the grievant or his or her department.
2) The *ad hoc* Mediation Committee shall be neutral and impartial as it attempts to mediate the dispute. During this phase of the procedure the committee may suggest ways to resolve the dispute, but shall make no formal findings with respect to the grievance other than to determine whether the grievance falls within the definition of a grievance, and/or whether it is insubstantial or frivolous. The *ad hoc* Mediation Committee shall conduct the meetings in steps two and three. However, the inability of one Committee member to attend such meetings shall in no way change any prescribed time limits.

[4] Approved by Faculty Senate, February 26, 1990; editorial revisions accepted by Senate Agenda Committee, June 15, 1990. Approved by Board of Trustees, October 12, 1990 with further editorial revisions accepted by the Senate agenda Committee, January 29, 1991. This procedure applies to Teaching Faculty (2.1-2.4), Clinical or Academic Specialists (2.7), and to Co-op Coordinators (2.9) only.

[5] Where the grievant is a Cooperative Education Coordinator (2.9), one member of the *ad hoc* Mediation Committee shall be appointed from among the Cooperative Education Coordinators not involved in the Grievance.

3) As soon as reasonably possible after the establishment of the *ad hoc* Mediation Committee, its chair shall arrange for one or more meetings with the relevant parties in an effort to resolve the grievance. At any meeting where the grievant is present, the grievant may be accompanied by a member of the Northeastern University community.

   a) After an initial meeting with the grievant, the *ad hoc* Mediation Committee may at any point, by majority vote, determine whether the grievance meets a threshold for mediation: that it is neither insubstantial nor frivolous and falls within the definition of a grievance.

      i) If the Committee rules that the entire grievance does not meet this threshold, it shall so inform the grievant, the other relevant parties, the Provost and the Senate Agenda Committee.
      ii) If the Committee rules that only some of the issues raised in the grievance do not meet this threshold, it shall so inform the grievant, the other relevant parties, the Provost and the Senate Agenda Committee, also stipulating the issues which remain to be mediated. In this circumstance, mediation will proceed with respect to the remaining issues. Neither mediation nor arbitration will remain available for the issues deemed nongrievable.

   b) As the mediation process continues, if the Committee deems it advisable, it may require the attendance of the person whose action occasioned the grievance and any other persons who might be of aid in resolving the grievance, such as the Director of the Office of Institutional Diversity and Equity, or the Director of the Office of Disability Resources.

4) If mediation is unsuccessful without the participation of the Dean, the Committee shall require the attendance of the Dean for at least one meeting to attempt to reach a resolution.[6]

5) If no resolution has been formalized within ten working days of the last Step Two meeting, or if the *ad hoc* Mediation Committee feels that no resolution is forthcoming, and if the grievant wishes to pursue the grievance, the Chair of the *ad hoc* Mediation Committee shall arrange a meeting with the Provost (or his or her designee), the grievant, and the *ad hoc* Mediation Committee for the purpose of resolving the grievance. If the *ad hoc* Mediation Committee considers it advisable, it may request the attendance of the party whose action occasioned the grievance and/or other involved individuals. The grievant may be accompanied by a member of the Northeastern University community.

6) If, after this meeting, no resolution has yet been reached, the *ad hoc* Mediation Committee may submit to the parties a proposed resolution to the grievance.

c. Step Three: Request for Arbitration

[6] In the case where the Grievant is a faculty member (2.1-2.4 or 2.9) in Cooperative Education, this provision applies to the Dean of the Co-op Coordinator's home college.

1) If the grievant is not satisfied with the disposition of the grievance at Step Two, or if no decision has been rendered within ten working days after the meeting with the Provost (Step Two) or within ten working days of receipt of a proposed resolution formally submitted by the *ad hoc* Mediation Committee to the parties, the grievant may request, in writing, to the Chair of the *ad hoc* Mediation Committee that the grievance be submitted to arbitration. If the grievant does not file a request for arbitration by the end of 30 working days after the Step Two disposition and/or meeting, or the transmittal of the Committee's proposed resolution, the grievance is closed.

2) The *ad hoc* Mediation Committee will, within ten working days after receipt of the request for arbitration, decide by a majority vote if the grievance shall be arbitrated. In doing so, the Committee will not determine whether or not the grievance shall be upheld, but only whether the grievance shall be arbitrated. The Committee shall determine if (a) the claim falls within the definition of a grievance, b) the remaining issues beyond any settlement currently offered by the Provost are neither clearly insubstantial nor frivolous and (c) the remedy sought is within the power of an arbitrator. If these conditions are met, the Committee shall decide in favor of arbitration.

3) If the *ad hoc* Mediation Committee decides that the grievance does not meet the criteria for arbitration, the grievance is closed.

4) If the *ad hoc* Mediation Committee believes that the grievance has revealed needed improvements in policies, practices, or procedures in the University, it shall recommend such changes to the Senate by forwarding such recommendations to the Senate Agenda Committee, or appropriate supervisory unit.

5) If the *ad hoc* Mediation Committee decides that the grievance shall be arbitrated, the Committee will instruct the Provost's Office to institute arbitration proceedings.

d. Step Four: Arbitration

1) If the grievance is to be arbitrated, the *ad hoc* Mediation Committee will so notify the Provost and the grievant.

2) Within fifteen calendar days after the notification of the Provost, the Provost (or his or her designee) shall meet with the grievant for the purpose of explaining the process of filing a demand for arbitration with the American Arbitration Association. At the request of the grievant or the Provost, the *ad hoc* Mediation Committee's Chair may also be present at this meeting. The University must file such demand within 15 calendar days after this meeting, as long as the escrow requirement of subsection 5(d) has been met, or within 5 days after University Counsel receives notice that the grievant has met the escrow requirement, whichever comes later. If the grievant has not met the escrow requirement within 90 calendar days of the demand for arbitration, the grievance will be deemed to have been withdrawn.

3) The arbitrator shall be chosen from a list of arbitrators maintained by the American Arbitration Association. The arbitrator must be qualified for academic arbitration by virtue of current or previous service as a faculty member or academic administrator

of a college or university.[7] The conduct of the proceedings shall be governed by the rules of the American Arbitration Association.

4) The decision of the arbitrator, within the scope of his or her jurisdiction, shall be final and binding on the parties to the dispute and the University; however, the arbitrator shall be without power to

   a) make a decision which requires the commission of an act prohibited by law,
   b) substitute his or her judgment on the professional qualifications of a faculty member for the judgment of the relevant academic committee, or
   c) add to, subtract from, or modify provisions of the *Faculty Handbook* or other relevant University policies and procedures.

5) The costs of the services of the American Arbitration Association and the Arbitrator shall be borne as follows:

   a) If the arbitrator upholds the grievance (whether or not he or she grants the remedy sought by the grievant), these costs will be borne by the University.
   b) If the arbitrator denies the grievance, the grievant will pay 1/3 of the fees of the American Arbitration Association and its arbitrator, and the University shall bear the remainder of such costs.
   c) Each party will pay for its own expenses, services and fees other than the costs of the American Arbitration Association and the arbitrator.
   d) To assure that the conditions of section (b) can be met, the grievant will place into a noninterest bearing escrow account in the Northeastern University Federal Credit Union, a sum equal to one-half of the American Arbitration Association processing fee plus one-half of one day's arbitrator's fee. Specific instructions for establishment of the escrow account are set by the Senate Agenda Committee and are available in the Faculty Senate office.

      The escrow account will be controlled by the Chair of the Senate Agenda Committee. Upon completion of the arbitration, with the signature of the Agenda Committee Chair and a copy of the arbitrator's decision, the deposited funds will be returned to the grievant if the grievance is upheld, or transferred to the University if the grievance is denied. If the arbitrator reaches a split decision on a multi-element grievance, the arbitrator will determine the proportional distribution of the AAA/Arbitrator costs and the distribution of the deposited funds.

e. Miscellaneous

1) Timeliness

   a) The time limit for filing a grievance as specified in section 2.a may be extended beyond three months with written agreement of the Provost, the grievant and the Senate Agenda Committee grievance officer.

[7] Approved by the Faculty Senate, January 23, 1984. Approved by the President, March 21, 1984. This provision is subject to periodic elaboration by agreements negotiated between the University and the American Arbitration Association.

b) It is important that grievances be processed as rapidly as possible. The number of days indicated at each step shall be considered a maximum, and every effort will be made to expedite the process. The time limits specified may, however, be extended by mutual agreement.
c) Because it is difficult to form an *ad hoc* Mediation Committee during the summer months, the clock for Steps Two and Three will normally be suspended during Summer terms. However, the filing of a grievance under Step One must still occur within three months after the grievant became aware of the grievable event(s).
d) A grievant shall have two weeks to respond after each step. If he or she fails to respond by the end of two weeks the grievance will be considered as waived. An involuntary delay such as illness or failure of the mails to deliver shall not be construed as waiving the grievance.

2) If in the course of processing the grievance there is a dispute over whether a grievance has been waived, the parties will continue to follow the procedure and, if the grievant proceeds to arbitration, the arbitrator will decide whether or not the grievance has been waived.

3) Unless the grievance has been resolved, withdrawn or otherwise terminated, the *ad hoc* Mediation Committee shall make no formal findings or report before the end of Step Two.

4) Copies of the arbitration decision shall be sent to the grievant, the Provost and the Chair of the Senate Agenda Committee.

5) No outside counsel (for the grievant or any other party to the grievance) may be present in any of the Step Two mediation meetings. However, all parties may be represented by counsel in arbitration proceedings.

6) Documents and Confidentiality
The University shall make available to the grievant relevant materials pertaining to his or her case. However, documents developed in tenure and promotion proceedings with the understanding that they are confidential do not have to be made available to the grievant.[8]

7) The Agenda Committee of the Senate will, upon request, provide the grievant and/or the person whose action occasioned the grievance with the names of faculty members or others who may be of assistance in preparation and presentation of his or her case in the grievance procedure.

[8] In an arbitration decision dated November 11, 1974, the following guideline relating to confidentiality was established: "Documents developed in the tenure procedure involving ... the understanding and expectation that they were confidential do not have to be made available to [the grievant] by the University. Included in such documents are letters of recommendation, evaluation forms, and the minutes of the Promotion and Tenure Committee ..."

8) It is important that testimony and deliberations which take place under this procedure shall be kept confidential by the parties and by those involved in the resolution of the grievance.

9) If at any point the grievant determines to withdraw the grievance, s/he shall do so in writing to the Senate Agenda Committee.

10) If, during the course of a grievance, the grievant's University employment terminates for any reason, the grievance shall be discontinued, except that when the grievance involves non-renewal of contract the grievant may request, in writing to the Senate Agenda Committee, that the grievance be continued.

3. Early Provostial Review Option for Use in Case of Alleged Procedural Violations

a. At the time a grievance is filed as defined above, the grievant may request this option of early review by the Provost. In this event, the timeliness provisions for further steps of the Regular Grievance Procedure are suspended until the grievant receives written notice of the results of this optional procedure.

b. The grievant and a representative of the Senate Agenda Committee will confer with a representative of the Provost within ten workdays. If the Provost's representative recognizes merit in the grievance, he or she shall so notify the Provost. Otherwise, he or she shall inform the grievant, in writing, that the grievance is denied.

c. If the Provost recognizes merit in the grievance, he or she shall delegate his or her representative to work with the appropriate Dean or Chair toward correcting the defective procedures. This process, which may involve any steps up to and including a full reconsideration of the original decision upon which the grievance is based, utilizing corrected procedures, should be completed within two weeks. At that time the grievant will be informed of his or her status by the Dean or Chair.

d. Whatever the outcome of this provostial review procedure, the grievant shall still have access to the standard faculty grievance procedure.

GRIEVANCE PROCEDURE FOR ACADEMIC OR CLINICAL SPECIALISTS AND FULL-TIME LECTURERS[1]

From time to time within the University Community, disputes may arise between a Clinical or Academic Specialist or a 2.8B or 2.8F Lecturer and a Department Chairperson (or equivalent unit supervisor), Dean, Provost, or other administrator in which there are allegations of inequitable treatment or violation of University policy or procedures in some action that affects the individual. Administrators should work carefully to avoid such situations and, should they occur, make every effort to resolve them before they become formal grievances. Similarly, these individuals should understand that mediating a formal grievance will involve a major investment of their colleagues' time, and should use the procedure only to resolve important issues.

When such a dispute arises, it is important that the parties work in good faith to resolve the situation informally, as quickly as possible. The aggrieved individual should attempt to meet with the person whose action is the focus of the dispute in order to discuss and resolve the situation. If resolution is not achieved, he or she should attempt to meet first with his or her immediate supervisor and then with the Dean in order to make them aware of the situation and discuss paths to resolution. If these attempts at informal resolution are not successful, a Clinical/ Academic Specialist (WICHE classifications 2.7) or a Full-Time Lecturer (WICHE classification 2.8B and F) has the right to pursue a grievance through the following procedure.

When an individual in one of these employment categories believes that he or she has been subject to a violation, misinterpretation, or inequitable application of the provisions of the *Faculty Handbook* or other applicable published University, College, or unit regulations or has otherwise been treated unfairly or inequitably, after discussing the matter with his or her immediate supervisor and with the College Dean, if the individual is not satisfied with the outcome of these discussions, he or she may file a written grievance with the Office of the Provost. The grievance must be filed within three months of the individual becoming aware of the grievable event. The grievance should state the nature of the complaint, the name of the person against whom it is directed, and a proposed remedy. If the grievance involves an allegation of sexual harassment or of discrimination prohibited by law or by University policy, the grievance shall be investigated by the Office of Institutional Diversity and Equity (OIDE) prior to the creation of the Mediation Committee described below. Following the resolution of any such sexual harassment/ discrimination issues, any remaining grievable issues shall be addressed in the manner described below except that neither the Mediation Committee nor the Provost shall have the authority to overturn or modify the findings or remedies ordered at the end of the OIDE investigation.

Within ten (10) working days of the receipt of the grievance by the Provost's Office, the Provost (or his or her designee) will select, by rotation, a three-person Mediation Committee to investigate the grievance and to make recommendations to the Provost for its resolution. The three individuals shall be chosen from pools of Teaching Faculty, and Clinical/Academic Specialists, or Full-Time Lecturers depending on the job classification of the grievant. These pools shall be established by the Provost in consultation with the Senate Agenda Committee at the beginning of each academic year. The Faculty pools shall contain the names of at least five individuals from the appropriate job category chosen in the same manner and willing to serve if

[1] Promulgated by the Provost and reviewed by the Faculty Senate Agenda Committee, April, 1992.

called upon. Each Mediation Committee shall consist of two Teaching Faculty members and one individual chosen from the pool of persons in the same job classification as the grievant. However, in no instance shall an individual be selected who is involved with the grievance, with the circumstances surrounding it, or who would tangibly benefit from a particular outcome. If the establishment of a Mediation Committee follows an investigation by the Office of Institutional Diversity and Equity, a member of the OIDE staff shall also serve as a member, *ex officio*, of the Mediation Committee to insure that its recommendations are in accord with any findings/orders that may have resulted from its investigation.

The Mediation Committee shall elect a chairperson from among its members, meet with the parties, consider relevant documents, hear witnesses, and conduct whatever investigation it deems appropriate. If asked to meet with the Mediation Committee, the grievant may be accompanied by a member of the Northeastern University community. No outside counsel (for the grievant or any other party to the grievance) may be present at any of the Mediation Committee hearings. At no time shall the Committee be bound by rules of evidence, but shall, at all times, conduct itself in accordance with principles of justice and fair play. It may attempt to mediate between the parties or to propose informal resolutions for the consideration of the parties. If the Committee fails to secure a settlement agreeable to the parties, it shall conclude its business by submitting to the Provost a formal written report of its activities and a recommended resolution. If the Provost is the person against whom the grievance is initially filed, the University President shall receive the report and recommendation from the Mediation Committee and perform the duties stated in the next paragraph.

The Provost shall, within ten (10) working days of this report, resolve the grievance and transmit this conclusion in writing to the involved parties, to the unit supervisor, the Dean of the College, and to the Mediation Committee chairperson. The Provost may, but is not required to accept the Mediation Committee's recommendation. The Provost's determination shall be binding on the parties and shall close the grievance. No further grievance or appeal on the issues thus resolved may be pursued by either party once this procedure has been completed.

If, during the course of a grievance, the grievant's University employment terminates for any reason, the grievance shall be discontinued, except that when the grievance involves non-renewal of contract, the grievant may request, in a writing to the Provost, that the grievance be continued.

TENURED AND TENURE-TRACK FACULTY RIGHTS AND RESPONSIBILITIES[1]

A university's professorial faculty is the core of an institution that must contribute to the good of society in ways that go beyond just the advancement of individual faculty members' interests. In this community of scholars tenure is designed (paraphrasing the words of the AAUP's "1940 Statement of Principles on Academic Freedom and Tenure" and "1982 Recommended Institutional Regulations on Academic Freedom and Tenure") to ensure that the University remains a marketplace of ideas that cannot require conformity with any orthodoxy of content or method in fulfilling its purpose of transmitting, evaluating and extending knowledge for the greater good of society. Tenure is established as a means to maintain freedom of teaching, research and extramural activities. Tenure at Northeastern University is defined in Tenure.

Tenured and tenure-track faculty members carry special responsibilities with respect to creation and maintenance of high quality curricula, research programs, nurture of students in the educational process, and overall governance of the institution. It is incumbent on the University to create and nurture a critical mass of tenured and tenure-track faculty members to maintain the range and quality of its programs.

1. Definition

Faculty members holding the ranks of Assistant Professor, Associate Professor and Professor are considered members of the Northeastern tenure-track and tenured faculty. The remainder of this section applies only to such faculty members.

2. Rights and Responsibilities

From the beginning of their careers, faculty members enjoy academic freedom – the right to teach, study, and engage in research toward the end of transmitting, evaluating and extending knowledge, under conditions permitting independence of thought and expression. In the words of the United States Supreme Court, "Teachers and students must always remain free to inquire, to study and to evaluate, to gain new maturity and understanding: otherwise our civilization will stagnate and die." With the right of academic freedom, faculty members also assume its responsibilities. According to the AAUP "1940 Statement of Principles on Academic Freedom and Tenure," "College and University teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the Community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution. Faculty members should, at all times, adhere to professional standards of conduct.

No faculty member, administrator or other representative of the University shall make any representations to, or enter into any agreement with, or act toward any student or other

[1] Original policy approved by Faculty Senate, March 12, 1979; amended May 29, June 2 and 7, 1980; approved by Board of Trustees, December 17, 1980. This section approved by Faculty Senate, November 18 and December 2, 2002; revised April 2009 & approved by the Provost May 7, 2009, and by the Board of Trustees May 8, 2009.

person in any manner which is not in conformity with established University policies, practices and procedures expressed in the *Faculty Handbook*, the *Undergraduate* and *Graduate Student Handbook*, University catalogues, the University's Professional Standards and Business Conduct Policy or other published University documents.

Northeastern expects that tenure-track faculty members will ordinarily launch their careers with a dual focus on effective teaching and on establishing a mature research agenda capable of carrying them to tenure and beyond. Service expectations for tenure-track faculty members at the beginning of their careers will generally be lighter than those for faculty members who are tenured or are close to a tenure decision, and are geared not only toward the needs of the Unit, but toward introducing tenure-track faculty members to the life of the University.

The attainment of tenure is accompanied by greater responsibility to the University. Tenured faculty members have greater latitude and responsibility in shaping their careers within the particular mission of Northeastern. While continuing to focus on the application of their knowledge to teaching and on the expansion of their research agenda, tenured faculty members are expected to provide support and guidance to their junior colleagues and to become increasingly involved in the life and governance of the University. This includes taking on a greater service load and mentoring tenure-track faculty members toward success in their fields and in their quest for tenure.

TENURED AND TENURE-TRACK FACULTY PERFORMANCE EXPECTATIONS[1]

All tenured and tenure-track faculty members will be evaluated annually in each of the three areas of scholarship (including research and creative activity), teaching, and service. In addition, faculty members will be evaluated on contributions to the quality and effectiveness of their Unit, their College, and the University in the light of Northeastern's mission. The University recognizes that every faculty member offers a unique combination of accomplishments relative to the criteria listed above, depending on academic field, specialized scholarly interests, varying professional opportunities, and responsibilities for teaching, laboratory and field work. However, while relative weights may vary, all faculty members are expected to be productive in each of the three areas over time.

Performance criteria in the areas of scholarship, teaching effectiveness and service shall be delineated in each Unit's documents concerning merit review, reappointment, and promotion and tenure policies. Each unit's policies are subject to review and approval by the Dean of the respective College and by the Provost. These documents shall make clear to faculty members the Unit's criteria for tenure and promotion to Associate Professor, and the standards for promotion to full Professor.

1. Teaching

Through their teaching, all faculty members are expected to transmit knowledge, extend their students' understanding and vision, and develop in their students the ability for critical and independent thinking. In their roles as teachers, faculty members are expected to maintain and reflect currency in their discipline and to enable students to understand and appreciate the material of the course. Good teaching includes, as applicable, the following indications of teaching effectiveness:

a) Quality presentation in the classroom or other learning environment, including effective communication and adjustment of teaching techniques to the particular subject area and students involved;

b) Clearly stated course objectives, along with explicit evidence that appropriate teaching/learning methods were employed to assist students in meeting course objectives;

c) Appropriateness of subject matter, approach, and evaluation methods;

d) Courses or programs and counseling of students to make the learning environment a meaningful one;

e) Evidence of superior teaching not included in the above, such as multiple, mutually independent mechanisms to evaluate the teaching performance, at least one of which is based on input from students; and

f) Creative development and implementation of courses or programs in the standard academic program or in the area of cooperative and experiential education, when deemed appropriate by the Unit, or creative application of technology to achieve improved educational outcome or to reach new audiences.

[1] Approved by Faculty Senate November 18, 2002 and as amended April 16, 2008. Approved by Provost May 7, 2009 and by the Board of Trustees May 8, 2009.

Performance expectations in teaching include a faculty member's adherence to University policies and requirements with respect to teachers' interactions with students and meeting scheduled and assigned obligations, including those governing distribution of syllabi, scheduling of examinations, submission of grades and return of student work.

2. Scholarship, Research, and Creative Activity

All faculty members are expected to engage in scholarly activity as defined by their disciplines, and to earn distinction in their respective fields. Units shall develop their own criteria of productive scholarship consistent with the expectations in their discipline and with this Handbook.

In many disciplines, publishing or presenting original research or scholarly review constitutes the standard of achievement and dissemination. In the arts and humanities, creative productivity encompasses, among other activities, published fiction, poetry and drama; multimedia productions or musical compositions performed or published; musical, dramatic, and others forms of public performance; and exhibitions of painting or other graphic work. Recognition in the faculty member's scholarly fields, including, when appropriate, the receipt of prizes, grants or contracts awarded through a peer review process, or the receipt of patents represents professional recognition of research activities. In some fields technical, procedural, or practical innovations made clinically or professionally are evidence of productive scholarship.

The quality and originality of the scholarship, as judged by experts in the individual's field, provide the most important measure of the faculty member's work.

Performance expectations in scholarship include the faculty member's adherence to professional standards of conduct as established, for example, by University policies governing research, by funding agencies, and by norms of the discipline.

3. Service

The effective operation and development of the University significantly relies on the service contributions of the faculty. Faculty members are expected to perform service activities within and outside the University. Internal faculty service responsibilities may include administrative duties, committee work, advising student organizations, and involvement in other roles that contribute to the Unit, College and University.

Outside the University, faculty members are expected to contribute to the professional development of their disciplines by promoting the discovery and dissemination of knowledge in their fields. Professional service activities include participation in professional organizations, seminars and colloquia relevant to the individual's academic interests or to the education process. Faculty members also serve by contributing their disciplinary knowledge to the general Community.

Performance expectations in service, as in teaching and scholarship, include the faculty member's adherence to professional standards**.**

APPOINTMENTS AND COMPENSATION

A. Appointments[1]

1. Types and Terms

The terms and conditions of every appointment to the faculty shall be confirmed in writing, and a copy supplied to the faculty member.

With the exception of appointments clearly limited to a brief association with the institution, and reappointments of retired faculty members under special conditions, all full-time[2] appointments to the rank of instructor or higher are of two kinds: (1) probationary appointments; and (2) appointments with continuous tenure. Except for faculty members who have tenure status, every person with a full-time teaching or research appointment shall be informed each year in writing of his or her appointment, the number of probationary years remaining and the year of tenure consideration.

Regardless of the stated term or other provisions of any appointments, written notice that an appointment is not to be renewed shall be given to the faculty member in advance of the expiration of his or her appointment, as follows:

a. Not later than March 1 of the first academic year of service if the appointment expires at the end of that year; or if a one-year appointment ends during the academic year, at least three months before the end of that year.

b. Not later than December 15 of the second academic year of service if the appointment expires at the end of that year; or if a one-year appointment ends during the academic year, at least three months before the end of that year.

c. At least twelve months before the expiration of an appointment after a period of service exceeding two years.[3]

B. Compensation

Full-time Teaching Faculty are employed either on a two-semester academic year basis or for additional service up to 12 months.

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[1] Approved by Faculty Senate, March 12, 1979. Amended May 29, 1980; June 2, 1980; June 7, 1980. Voted by Board of Trustees December 17, 1980. This policy applies to Teaching Faculty (2.1-2.4) only.

[2] Full-time shall mean an academic appointment which includes teaching and/or research in a faculty rank for two semesters in an academic year or not less than a full assignment for the academic year or any portion thereof. Without limiting other sections of this *Handbook* with respect to Conflict of Interest and Commitment, it is understood that full-time faculty are prohibited from holding full-time faculty or teaching appointments at other educational institutions. When a personal, professional, or other leave results in a delay of tenure consideration from the year specified in the appointment letter, the letter granting that leave shall include, among its terms and conditions, whether or to what extent the expectation of scholarly productivity during a future tenure consideration will be affected by the extended probationary period. If no such statement appears, it shall not be assumed that scholarship will continue during the year in which the leave occurs. For a description of the positions covered by the term full-time, see The General University Faculty and Bylaws.

[3] Where deadlines on notification concerning denial of tenure or with respect to the issuance of a terminal contract have been missed by reason of inadvertance, mistake, or misunderstanding, the institution shall provide to the faculty member involved a contract extension equal to the time between the missed deadline and the appropriate notification or the issuance of the corrected contract, whichever the case may be. (Approved by the Board of Trustees, June 18, 1982).

Those members of the Teaching Faculty who are employed on a 2-semester basis are free of college duties for one semester or two summer sessions each year.

Faculty on academic-year appointments under the semester calendar who accept additional teaching appointments for a "summer term" (i.e. for a term or semester outside of their base contract) will receive payment at the rate of 1/6 of their base salary for each standard four credit hour semester course. Deviations from the standard four credit hour courses will receive payments appropriately pro-rated with the approval of the Provost. Faculty are expected to deliver the course and hold appropriate office hours.[4]

Overpayments: should a situation arise in which a faculty member receives an overpayment, the faculty member will be required to reimburse the University in full.

Faculty members will be paid by direct deposit to their designated bank account on the 15th and last day of the month. When a payday comes on a Saturday, Sunday or holiday, deposits will be available the last business day preceding such date.

C. Basis of Compensation

Employment contracts for faculty have a standard format throughout the University for incorporating personnel classification, rank and title, tenure status, salary, and fringe benefits.

Salary at the time of employment shall be established by negotiation between the individual faculty member and the University. Such factors as educational achievement, prior experience, the level at which the individual is to be hired, prevailing salaries in the individual's specialty, the type of activity expected, and the resources available within the unit and University shall be considered in determining the appropriate salary level.

Subsequent salary increases at the University are made on the basis of merit in the areas of teaching, scholarship and service,[5] though other nondiscriminatory factors, such as the cost of living, may be taken into account.

1) Process for Determining Merit Criteria[6]

In the faculty area, the criteria for merit, and the method by which merit evaluation results are applied to the determination of individual salary increases, are determined by the Teaching Faculty of the department (or the relevant academic unit where departments do not exist). The department (or relevant unit) maintains written procedures for determining merit criteria and written procedures or formulas for translating each individual's merit into an annual salary increase, and these procedures have the concurrence of the Dean and Provost as to fairness and reasonableness prior to their implementation. These criteria must be consistent with

[4] Approved by the Faculty Senate February 24, 2003, by the President April 22, 2003, and by the Board of Trustees June 6, 2003.

[5] As defined in Performance Expectations.

[6] Defined by the President, April 7, 1978; reaffirmed by the Provost, March 23, 1979; and revised by the President November 15, 1979 and August, 1985.

other merit criteria in the unit (such as for tenure and promotion). While specific merit criteria and their weighting will vary annually and among academic units, the parameters described above represent an attempt to accommodate those differences while fairly representing the academic judgment of the faculty of a particular unit.

2) Function of Merit[7]

A determination of merit in the areas of scholarship, teaching, and service encompasses a range from unsatisfactory performance through satisfactory performance that is diligent and reliable to performance that is truly exceptional. A particular individual may perform at different levels of merit in each of the three areas and an overall merit assessment balances these levels of performance in light of the particular assignment of duties for the period under review and the expectations that may have arisen from previous merit evaluations. However, unsatisfactory performance in any of the areas shall affect the overall evaluation as specified below.

Merit evaluations offer qualitative assessments of how well individual faculty members are carrying out their contractually defined responsibilities.

Merit evaluation has two main purposes: guidance and reward. In terms of guidance, the merit report should show each faculty member where he or she is doing well and areas where improvement is needed. Since the results of merit evaluations usually appear in subsequent reappointment, tenure, or promotion considerations, these statements should reflect as accurately as possible the actual performance of the evaluated individual.

In terms of reward, merit reports should have a significant impact on salary raises. Within the constraints of the available merit pool for a particular year, the differences in the amounts of raises should be substantial so that, after several years, faculty members who have been consistently doing higher quality work will have salaries significantly better than their peers whose work is of lesser quality.

3) Process for Making Individual Merit Determinations[8]

Since differences exist among academic units, no single process is universally mandated, but the procedure to be used by each unit must be established prior to its implementation and must have the concurrence of both the College Dean and the Provost to assure its fairness, consistency, and reasonableness. Minimally, the decision-making process must begin with some form of documentation of each faculty member's activities during the year under review. The information from individuals requested by some units for annual reports represents an example of appropriate documentation.[9] However, if an individual fails to fulfill contractual

[7] This section and the Equity section (see c. below) were originally approved by the President on August 25, 1992.

[8] For determining merit salary increments beginning in 1985-86.

[9] For non-tenured faculty, adequate, good faith teaching evaluation procedures will include annual evaluation by two or more means, one of which must include student teaching evaluations of every course section every semester (the TRACE evaluations). The other means may include: (a) peer classroom visits; (b) peer evaluations of class materials; (c) teaching portfolios; (d) evaluations by earlier graduates of the program; (e) other means appropriate to the discipline.

responsibilities,[10] this failure shall be taken into account in assessing his or her overall performance notwithstanding the potentially meritorious activities reported. The effect of this shall be to reduce the award of merit salary increases to that individual. Substantial or persistent failures of this kind shall render the overall performance of the faculty member unsatisfactory and shall preclude the award of merit increases of any kind to that individual.[11]

The evaluation itself must involve more than one person's judgment. Each salary determination must be based on a merit evaluation of the faculty member's performance over the past year, with respect to each of the criteria. Strengths and weaknesses should be identified both with respect to the long-term promise of the individual, and the individual's performance of the assignment for the year under review, and suggestions the evaluators deem appropriate should be made.

These assessments are to be reviewed with the faculty member, the discussion summarized in writing and a copy of the written summary placed on file.

After merit salary increases have been determined, the Department Chair (or equivalent unit administrator) shall provide the unit's faculty with a summary accounting of increments, in a form agreed to by the members of the unit.[12] Merit salary increases shall not be awarded until these procedures are complied with. Units must have a clearly defined and timely appeals process in place. Faculty shall be informed of the outcome of their assessment and related merit score (though not the merit raise itself) at least one week prior to the point when unit recommendations are submitted to the next level for further review.

Where the appropriate unit or committee has failed or refused within a reasonable period of time to conform to these procedures, the Provost shall adopt such procedures as he or she deems fair, reasonable, and appropriate to evaluate the merit and/or distribute the salary increases. Any individual or group who feels that a procedural malfunction has occurred during the merit consideration may consult with the Provost's Office.

c. Equity

1) Equity Considerations

Faculty should be considered for equity raises when:

For tenured faculty, adequate good-faith teaching evaluations will include the student teaching evaluations of every course section every semester and, at least every 3 to 5 years, evaluations by one or more additional means. This policy approved by the Faculty Senate, May 23, 1994, and approved by the President, June 1, 1994.

[10] Such responsibilities are normally set forth in such documents as individual appointment letters, appointment renewals, salary confirmations, faculty development plans, and this *Faculty Handbook*.

[11] Such reduction or withholding of merit shall not foreclose the imposition of other disciplinary sanctions in appropriate cases.

[12] However, such disclosure must remain consistent with the University's policy of maintaining the confidentiality of individual salaries.

a) an individual's salary places him or her below peers of comparable accomplishment in an individual unit;
b) merit pools or procedures have failed over time to provide just rewards for faculty performance;
c) matters beyond the scope of merit procedures (such as long-term trends in the job market) have brought salaries seriously out of line within a unit or in comparison with salaries in similar units in comparable institutions.

Normally, equity raises will not be granted to make up for the salary effects of poor performance.

2) Equity and Merit Policies

Should it be determined by the Provost that the need for equity for a particular individual is the result of policies or procedures adopted by the unit which fail to reward merit adequately, then

a) the cost of such equity increases may be deducted from the merit pool allocated to the unit or college;
b) the unit will be directed to reward merit in the future in a manner consistent with the Process for Determining Merit Criteria described above.

If the deduction of equity raises from the merit pool as specified in (a) would cause undue hardship on other faculty in the unit, the Provost has the discretion to phase in such a deduction over a period of up to three years.

3) Priorities in Awarding Equity

Equity may be distributed both to individuals and to groups. Priority in distributing equity funds should go to elimination of wage differentials based on race, ethnic origin, gender, or other forms of discrimination that are illegal under state or federal law or impermissible under University policies.

The following are other areas that should be included in the consideration of distribution of equity funds:

a) provision of raises to equalize salaries of faculty of comparable accomplishment in the same discipline;
b) provision of raises to reduce salary compression between faculty of different levels of accomplishment in the same discipline;
c) elevation of salaries to those of similar units in comparable institutions;
d) promotion of other strategic planning priorities of the University.

4) Process for Awarding Equity

When equity funds have been allocated, a request for equity adjustment may be made by a Dean, a Department Chair, or a faculty member. Individual faculty members or groups should submit requests for equity in writing through the relevant unit and/or college and should state the grounds for equity based on the considerations of sections 1, 2, and 3 above. Deans shall forward all equity

requests, along with their written recommendations, to the Provost for final disposition.

5) Rights to Information

Faculty members have the right to information that does not reveal individual salaries (such as average salaries within the unit) that will help them decide upon and formulate an equity case. Equity cases can be made based on comparisons of individual or unit salaries to those in matchmate units or institutions. The units and institutions chosen as matchmates should be made by the Provost's Office in consultation with the appropriate faculty, unit head, and Dean.

TENURE[1]

A. Definition of Tenure

Tenure at the University, unless otherwise specifically defined in any individual contract between the University and a faculty member, means the continuing right of a faculty member to receive annual employment contracts on an academic year basis consistent with employment conditions as reflected in the *Faculty Handbook* in force at the time of the commencement of the annual contract. In addition, the faculty member is subject to the University's right to terminate such faculty member by reason of adequate cause, financial exigency, or bona fide discontinuance of a program or Unit of instruction.

B. Eligibility

Only faculty members holding the ranks of Professor, Associate Professor, and Assistant Professor are eligible for tenure.

A recommendation for tenure of a candidate holding the rank of assistant professor carries with it a recommendation for promotion to associate professor. In the School of Law a recommendation for tenure of a candidate holding the rank of associate professor normally carries with it the recommendation for promotion to full professor. A faculty member who is denied tenure will not be promoted.

C. Tenure Criteria

In awarding tenure, the University recognized the faculty member's superior professional achievement and contributions as a member of the University Community and the Community of scholars. The University expects the faculty member to continue to develop in the role of a fully vested citizen of the University. In making a tenure decision, the University will consider the candidate's performance in the areas of teaching, scholarship (including research and creative activity), and service. The performance standards (see Tenured and Tenure-Track Faculty Performance Expectations) are the basis for this judgment. In addition, the University will consider the extent to which the candidate's performance enhances the quality and effectiveness of the Unit, in light of the University's mission. Because the grant of tenure bestows the continuing right to receive annual contracts, the University will also consider the candidate's promise for future professional development, the long-range needs of the Unit, the College, and the University, and the extent to which the faculty member contributes to the University's academic distinction.

D. Annual Review of Progress toward Tenure

1. *Annual progress-toward-tenure Review*

In addition to the annual merit review conducted for all faculty members, tenure-track faculty members will be reviewed annually by the tenured faculty of the Unit following procedures developed by the unit and approved by the Provost. These annual progress reviews, which must be separate from merit reviews, will be based upon the specified tenure criteria of the University and the faculty member's academic Unit. Following the procedures they have established, the tenured faculty of the unit will systematically seek out information to aid in their assessment of the candidate's progress toward tenure.

[1] Original tenure procedures promulgated by President, September 1961, based upon AAUP "1940 Statement of Principles of Academic Freedom and Academic Tenure." Revised by Faculty Senate March 12, 1979; amended May 29, June 2 and 7, 1980; approved by Board of Trustees December 17, 1980. Revised by Faculty Senate on April 14, 2003 and again on April 22, 2009; approved by the Board of Trustees May 8, 2009.

2. *Pre-tenure Review*

During the third or fourth year of a faculty member's tenure-track period, the unit will conduct a comprehensive review of the faculty member's performance relative to the University's criteria for tenure. Each unit will develop procedures for this review, which must be approved by the dean and the Provost.

The review will culminate in a written evaluation that makes a recommendation for reappointment or non-reappointment and discusses the reasons for the recommendation. Where reappointment is recommended, the review must discuss the faculty member's strengths and weaknesses, and will identify areas that require development for continued progress toward tenure. The review will be forward to the dean. If the dean disagrees with the evaluation and/or reappointment recommendation of the unit, the dean transmits to the review committee the reasons for disagreement with the evaluation. The dean's decision in this matter is final. The unit head will discuss the written evaluations with the faculty member and place copies in the faculty member's academic unit file.

3. *Deadlines for Notice of Non-reappointment*

Written notice that a tenure-track faculty appointment will not be renewed will be provided to the faculty member before his or her current appointment expires. Tenure-track faculty members in the first year of academic service will receive notice of non-reappointment by March 1 of that academic year if the one-year appointment expires at the end of that year, or at least three months before the end of that year, if the one-year appointment ends during the academic year. Tenure-track faculty members in the second year of academic service will receive notice of non-reappointment by December 15 of that academic year if the appointment expires at the end of that year, or at least six (6) months before the end of that year if the appointment ends during the academic year. Tenure-track faculty members in their third or more year of service will receive notice of non-reappointment twelve (12) months prior to the end of their appointment, unless it is their year of tenure consideration, in which case the tenure procedures and timeframes outlined in this *Faculty Handbook* apply.

Where deadlines on notification concerning denial of tenure or with respect to the issuance of a terminal contract have been missed by reason of inadvertence, mistake, or misunderstanding, the institution will provide to the faculty member involved a contract extension equal to the time between the missed deadline and the appropriate notification or the issuance of the corrected contract, whichever the case may be.

E. Tenure Delay

A faculty member who takes a leave of a full academic term or more from his or her academic position during the academic year may request a one year delay in tenure consideration. This request is made through the unit head and dean to the Provost. In the case of maternity leave the request for tenure delay will be automatically approved and there will be no expectation of scholarship in the year in which the leave is taken. In the case of other leaves, the unit head, dean and the Provost must all approve the delay for it to be granted. The amount of scholarship the faculty member is expected to undertake during the additional year will be described in the letter from the Provost granting the delay.

Professional Leaves are described in the Sabbatical and Professional Leaves section of this *Faculty Handbook.* For information on other leaves, see the "Benefits" section of the Human Resources Management web site.

F. Early Tenure Consideration

Once during the probationary period, a tenure-track faculty member may request tenure consideration in an academic year prior to the tenure consideration year identified in the appointment letter. The faculty member must submit this request to the unit head by March 1 of the academic year before the academic year in which the faculty member wishes to be considered for tenure. The unit head will consult with the unit's tenured faculty regarding whether they will allow early tenure consideration to proceed. Within one month of the date of the faculty member's request, the unit head must notify the faculty member in writing whether or not the early tenure consideration may proceed. If the unit agrees to early tenure consideration, the candidate will prepare a dossier in accordance with unit, college, and University requirements. An academic unit's agreement to permit early tenure consideration to proceed will not be construed as and does not commit the academic unit to a positive early tenure recommendation.

If the early tenure consideration proceeds and the Board of Trustees awards tenure, the faculty member will be issued a tenured faculty appointment.

If, after review of the candidates, dossier, any of the following: the dean, the Provost, the President, or the Board of Trustees, makes a negative tenure recommendation, the early tenure consideration will be terminated at that point and the candidate will be promptly notified in writing. Tenure consideration will then proceed in the year identified in the faculty member's appointment letter, according to regular unit, college and University procedures. All materials included in the subsequent tenure dossier must be timely and up-to-date. The subsequent tenure dossier and consideration will neither include nor discuss any report(s), recommendation(s), decision(s) or other disposition generated as part of the early tenure consideration.

Early tenure consideration decisions are neither grievable nor appealable.

G. Tenure Consideration Process

1. *Definitions*

Unit – The term unit, as used in this section, refers to the local academic unit (whether called a department, school, group, or college) where the evaluation process begins.

Advisory Committee – As used in this section, Advisory Committee refers to a standing College or inter-College committee whose function is to review the actions of the unit tenure committees and make recommendations to the dean or deans.

Candidate's submission – The candidate's submission includes all material submitted by the candidate as required by the rules of the unit/college/University.

Dossier – As used in this section of the *Faculty Handbook,* the dossier includes the candidate's submission and all evaluative letters or reports from external reviewers, the unit head, the dean, the Provost and President, the unit, college, or University committees who are identified below as playing a roles in the tenure review process, as well as any responses of the candidate to any of the above.

Confidential Material – Documents developed in the tenure procedure involving the understanding and expectation that they are confidential shall not be made available to the candidate. Included in such documents are letters of recommendation, evaluation forms, and minutes of tenure or promotion committees.

Unsolicited Material – Any material that is neither solicited by the unit tenure committee nor included in the candidate's initial dossier submission, nor placed in the dossier at higher levels in accordance with these procedures shall be considered to be unsolicited material.

2. *Tenure Process*

If during its review of a dossier and preparation of its report, any reviewing entity identifies an item or issue which it believes needs clarification or explanation before it can reach a fully informed and balanced decision, it should make such items or issues known and request clarifying or explanatory material from the candidate and/or from any previous reviewing body before its report is finalized.

When a reviewing entity has completed its final report that will include its recommendation regarding tenure (and, when appropriate, a final vote), the final report shall be made available to the candidate who shall have the opportunity to produce a written response to the report. The final report and the candidate's written response, if any, shall then be forwarded immediately to the next level of review. No college shall permit reconsideration or a re-vote after a reviewing entity has issued its final report.

In those cases in which a candidate has submitted a written response, each succeeding level of review shall carefully examine both portions of the received report (the reviewing entity's report and the candidate's response). If the reviewing entity determines that the candidate's response is sufficiently persuasive and informative such that it may have significantly altered the reviewing entity's final report as received, it may offer the initial reviewing entity the opportunity to submit a supplemental statement addressing the impact and effect the candidate's response may have had on the final report.

Each level of tenure review must clearly attest in writing as part of the forwarded dossier that all preceding procedures have been properly adhered to and any procedural irregularities were identified and rectified before the dossier was transmitted to the next level of review.

Step 1: Application for Tenure

Tenure consideration normally takes place in the sixth year of full-time employment as a tenure-track faculty member. Full-time employment is defined as a full load, as defined by the unit, for an academic year. The college dean will advise the candidate of the need to initiate the tenure process by April 1 of the academic year preceding the year in which the tenure review is scheduled to begin. Included in this notification will be a letter which outlines the following:

- Tenure procedures, including voting regulations with the unit, the school and the college and an overview of the review process. These procedures will be reviewed and approved by the Provost.

- The types of materials to be included in the candidate's submission and what actions the candidate must take to develop the candidate's submission.

- Notice of the extent to which the candidate will have access to the dossier, including identification of information deemed confidential and unavailable to the candidate. Letters from external reviewers and other solicited letters are always deemed confidential, and the tenure candidate will not have any access to them.

The candidate will respond in writing to indicate whether or not he or she wishes to be considered for tenure. The college Dean and the unit head must receive notification of the candidate's decision by May 1 of the calendar year in which the tenure process is scheduled to begin. If the candidate does not respond, the presumption is that the candidate wishes to be considered for tenure. If the candidate indicates that he or she does not wish to be considered for tenure, there will be no tenure consideration, and the candidate will receive a terminal contract for the following year.

The candidate's submission is due October 1. The candidate may not add any further information to the dossier after the dossier has passed from the tenure committee to the dean (no later than November 30) except as provided below for responses to the reports of the tenure committee, advisory committee (if one exists), the dean, or the Provost, or in response to a request from the University Standing Appeals Committee on Tenure or any reviewing entity seeking clarification of material in the dossier. However, updates concerning the status of already submitted materials may be added with the approval of the tenure committee which may append appropriate comments.

Step 2: Creation of the Dossier

In assessing the candidate's achievement and promise of future professional development, it is critical to gather evidence that fully reflects the candidate's performance relative to each of the tenure criteria. Up to the point of submission to the unit tenure committee, the candidate is responsible for compiling all information except the external reviews. A senior member of the unit will be assigned to assist the candidate with his or her submission. When compiling the candidate's submission, the candidate will follow the *Model Tenure and Promotion Dossier Guidelines* prepared by the Provost and reviewed annually by the Faculty Senate Agenda Committee. External reviewers will be chosen by the unit committee. The candidate may suggest up to half the number of reviewers the committee will use, in accordance with the unit's policy. The candidate may also provide the names of up to three individuals whom the candidate would prefer not to be reviewers along with an explanation for this preference. The committee will make the final selection and the original sources of suggested referees will not be revealed beyond the committee. Unsolicited materials, whether submitted by the candidate or others, will not be reviewed by evaluators at any level or included in the dossier.

Step 3: Review within the College

At each successive step within the college, the candidate will be provided with detailed evaluations relative to the tenure criteria. The candidate will have ten calendar days to respond to each of these evaluations in writing, before the case can move to the next step. Because the college dean conducts an independent review of the dossier, he or she may not participate in the tenure discussions or vote at the unit or college committee level.

Any additions to the dossier after it leaves the unit, aside from confidential material, shall be made available to the candidate and the unit tenure committee.

Step 3a: Review by the Unit Tenure Committee

Within the college, the dossier will first be evaluated at the unit level according to the procedures established by each unit and college and provided to the candidate in Step 1. Using procedures approved by the faculty of the unit and by the Provost, the unit tenure committee will seek out information relating to the candidate.

The unit tenure committee will include at least three tenured professors from the candidate's unit elected by the tenured faculty of the unit. If a unit lacks sufficient tenured faculty members to form a tenure committee that conforms to these requirements, the dean and the Provost will select supplemental committee members and notify the candidate.

Except in colleges where the unit is the college, the unit head will provide the tenure committee and the candidate with a written evaluation of the candidate relative to the tenure criteria early in the course of the committee's evaluation. The candidate will have ten calendar days to respond in writing to the evaluation. The unit head is a voting member of the unit.

Step 3b: Review by Advisory Committee (if any)

When such a committee has been established, the dossier, including the report of the unit tenure committee, shall be forwarded to a college advisory committee. The advisory committee shall operate according to explicitly defined procedures that have been approved by the college faculty, and that have been provided to both the candidate and the unit tenure committee. Any member of the advisory committee from the candidate's unit may not participate in any advisory committee discussion regarding that candidate and must abstain from voting. The vote of the advisory committee and a report of its considerations shall be added to the dossier and forwarded to the dean of the college. The advisory committee, on its own initiative, or at the request of the candidate, may rule that a case has not been properly processed by the unit tenure committee and, at its discretion, may send the case back for reconsideration by the unit tenure committee.

Step 4: Dean's Review

The college dean will review the dossier, which shall include the report of the advisory committee, if any, and will prepare a detailed written evaluation relative to each tenure criterion. This will include a recommendation for or against tenure. The dean will forward a copy of his or her evaluation to the candidate who will have ten calendar days to respond in writing to the evaluation. A copy of the dean's evaluation will also be forwarded to the unit tenure committee for information only. The dean will add his or her evaluation and any candidate response to the dossier, which then is forwarded to the Provost.

Step 5: Review by the Provost

The Provost, after reviewing the dossier and its accompanying recommendations and in consultation with the President, will decide whether or not to recommend the candidate for tenure. In all cases in which there is a positive recommendation for tenure, the Provost will communicate the decision, in writing, to the dean and the candidate. In any case in which the Provost has decided to make a negative tenure recommendation, the Provost will communicate it to the candidate only, in writing, including the grounds for the negative recommendation.

If the candidate does not, within ten working days of the date of the Provost's written communication and as prescribed below, request reconsideration by the Provost or appeal the Provost's decision, the Provost will communicate the negative recommendation, for information only, to the dean and the unit tenure committee.

Step 5a: Tenure Appeal Procedure

1) For tenure cases, in lieu of the Faculty Grievance Procedure and definitions of this Faculty Handbook, the University Standing Appeals Committee on Tenure, "the Appeals Committee", has been established. The University Standing Appeals Committee on Tenure will consider appeals from the Provost's decision and is charged with the authority to remand with explanation a tenure dossier to any appropriate level of review (unit, college, dean or Provost) for reconsideration if it determines that at that level of review there were instances of unaddressed or improperly addressed procedural irregularities, non-consideration of pertinent information, failure to consider information in the dossier in a fair and objective manner, discrimination, or violations of academic freedom.

   Any formal claim of discriminatory acts prohibited by law or by University policy shall not be considered by the University Standing Appeals Committee on Tenure. Such claim shall be submitted by the candidate through the Office of Institutional Diversity and Equity which shall investigate and issue findings according to its procedures. A candidate should consult with the Office of Institutional Diversity and Equity at any time that s/he becomes aware of prohibited discrimination. In order to minimize the potential impact of the discriminatory act(s) on those making recommendation regarding the candidate's tenure application, it is incumbent on a candidate to raise any allegation of prohibited discrimination with the Office of Institutional Diversity and Equity as soon as a candidate believes that a discriminatory act may have occurred. During the tenure process, if a candidate brings such a claim to the attention of a committee or an administrator, but not to the Office of Institutional Diversity and Equity, the administrator or committee must forward the claim of discrimination to the Office of Institutional Diversity and Equity, which shall follow its normal investigative procedures. The Director of the Office of Institutional Diversity and Equity, or his/her representative, shall notify the Provost in writing within five working days of receiving a complaint of discrimination from any tenure candidate. The Office of Institutional Diversity and Equity may request the Provost to exercise his/her powers to stay further consideration of the tenure case until the Office of Institutional Diversity and Equity procedure is complete.

   a. Any candidate who receives a negative tenure recommendation from the Provost will have five working days from the date which appears on the Provost's written recommendation to submit to the Provost, in writing, any additional pertinent information regarding his/her tenure candidacy which he/she wishes the Provost to consider, or to request that the Provost reconsider his/her recommendation.

      If, after reconsidering the negative decision, the Provost still intends to proceed with a negative recommendation, the Provost shall notify the candidate of this intent, in writing. If the candidate wishes to appeal the Provost's decision, the candidate must, within five working days of the date of this communication, notify the Provost, in writing, that he/she wishes to appeal and state the grounds for that appeal. The Provost shall then forward to the University Standing Appeals Committee on Tenure the appeal request, the negative recommendation, the candidate's dossier, and any additional information submitted by the candidate with the statement of grounds for appeal. If, however, the Provost reverses the negative decision,

notification of the positive tenure recommendation shall immediately be forwarded to the President, with a copy to the dean and the candidate.

b. A recommendation which is under appeal shall not be transmitted until the Provost has received the determination of the University Standing Appeals Committee on Tenure.

c. The University Standing Appeals Committee on Tenure shall be composed on thirteen tenured members of the University faculty. Each college and the School of Law shall elect one representative to the committee; the remainder of the members shall be appointed by the Senate Agenda Committee in consultation with the Provost.

   Members shall serve two-year terms on a staggered basis. Each year the committee shall choose its chairperson. To facilitate its considerations, the committee may establish subcommittees to prepare cases and recommendations for the full committee's final consideration. Any member of the University Standing Appeals Committee for Tenure who has already voted on a candidate's tenure application at the department or college level, or who served as the candidate's advocate before any tenure or advisory committee, may not be present for or participate in any Appeals Committee discussion of the case and is required to abstain from any vote taken by the Appeals Committee on that candidate. Committee members are expected to be present whenever the full committee discusses a case. Any member who has not been present for a significant portion of the substantive discussion may not be present or participate in the vote on the final recommendation on that case. The quorum requirement for a meeting to discuss a case is seven members of those eligible to vote.

   (1) In considering an appeal, the Appeals Committee shall review the entire record of the tenure case and may or may not seek and obtain additional information related to the appeal. The Appeals Committee may not engage in comparisons with specific tenure candidates at Northeastern University or elsewhere.

   (2) The candidate and the Provost shall each be afforded the opportunity to meet with the committee, before it completes its review, to present their views on the issues underlying the appeal. When appearing before the committee, the candidate may bring another Northeastern University faculty member as a nonparticipating observer.

   (3) The Appeals Committee shall reach an independent recommendation as to whether or not tenure ought to be granted, and shall transmit this recommendation, with a statement or rationale, to the Provost, with a copy to the candidate and, for information only, to the unit tenure committee.

   (4) The Appeals Committee will make a report each year to the Senate Agenda Committee containing statistics concerning the cases with which it dealt, and any comments that might lead to improvement of the process.

d. If the University Standing Appeals Committee on Tenure determines that the dossier should be remanded to the Provost, the Provost shall consider it and

make a final decision. If the dossier is returned by the Appeals Committee to any prior level of review, each level of review above the entity to which the dossier was returned will reconsider the dossier and its respective decision.

e. If the final decision of the Provost, in consultation with the President, is negative, the candidate has no further avenues of appeal. Binding arbitration is not available in tenure cases.

Step 6: Review by the President and Board of Trustees

The President will bring forward to the Board of Trustees those candidates recommended for tenure. The Board of Trustees will vote on the recommendation of the President and the Provost and will notify the candidate and the dean of its action.

Should the candidate or others become concerned that there may have been a form of prohibited discrimination or a violation of Northeastern University's Affirmative Action Guidelines they must contact the Director of the Office of Institutional Diversity and Equity immediately. Note that federal and state agencies normally require that a formal, written complaint be filed within a limited time following the occurrence of the alleged discrimination. To keep the option of external remedy available, a grievant may choose to file with a government agency and request that the complaint not be activated until the University's own investigation has been concluded.

PROMOTION[1]

1. Criteria

a. Promotion by change in academic rank of a faculty member results from recognition by the University of superior professional achievement and the expectation that this level of attainment will be sustained or exceeded in the future. The primary consideration in evaluating the record of achievement shall always be the degree to which this achievement improves the academic quality of the University.

b. The two most significant criteria for evaluating relevant achievement are teaching effectiveness, and scholarly or creative productivity.

   1) Good teaching assumes the teacher's dedication to students and subject matter and includes (as applicable to a college and/or to a department) the following indications of teaching effectiveness:

      a) Clearly stated course objectives, along with explicit evidence that appropriate teaching/learning methods were employed to assist students in meeting course objectives;
      b) Quality presentation in the classroom or other learning environment, including effective communication and adjustment of teaching techniques to the particular subject area and to the students involved;
      c) Appropriateness of subject matter and approach and evaluation methods;
      d) Course or program counseling of students to make the learning experience a meaningful one;
      e) Evidence of superior teaching not included in the above; and
      f) Creative development and implementation of courses or programs in the standard academic program or in the area of cooperative and experiential education, when deemed appropriate by the unit, or creative application of technology to achieve improved educational outcome or to reach new audiences.

   2) Evidence of productive scholarship includes (as applicable):

      a) Original research or scholarly review, either published or otherwise disseminated;
      b) Creative productivity such as fiction, drama, poetry, painting, musical compositions, exhibitions, and/or performances;
      c) Recognition in the faculty member's scholarly field, including, when appropriate, the receipt of prizes, grants, or contracts awarded through a peer review process;[2] and
      d) Technical, procedural, or practical innovations, made clinically or professionally.

c. Supporting criteria, such as effective professional activities and University and community service which substantially contribute to educational and/or communal policies, and/or programs, and/or improve the professional standing of the individual or contribute to the stature of the University in the community shall be used in evaluating the individual faculty member's record of achievement.

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[1] Adopted by the Senate, June 13, 1977; amended March 13, 1978; accepted by the President, May 19, 1978. This policy applies only to members of the Teaching Faculty (2.1-2.4).
[2] Approved by the Faculty Senate, May 28, 1999. Approved by the Board of Trustees, June 9, 1999.

1) Professional activities include (as applicable):
   a) Participation in professional organizations, seminars, and colloquia that are relevant to the educational process at the University and/or to the individual's academic interests; and
   b) Leadership in recognized professional organizations (i.e., effectively holding office, including that of committee chairperson).

2) University service includes (as applicable):
   a) Administrative duties (as part of the faculty member's normal program);
   b) Committee work;
   c) Development and presentation of new ideas related to University functions; and
   d) Advising students and student organizations.

3) Community service might include (as applicable):
   a) Service on boards and commissions, elected bodies, and/or charitable organizations; and
   b) Other contributions of the faculty member's special competence.

d. The University recognizes that every faculty member offers a unique combination of accomplishments relative to the criteria listed above, depending on academic field, specialized scholarly interests, varying professional opportunities, and contracted responsibilities for teaching, laboratory and field work, and research. Consequently, when a judgment is made of the total contribution of a faculty member, the criteria shall be weighted according to primary assignments during the period under consideration. Whenever possible, it is preferable that the specific criteria be established by mutual agreement.

2. Procedures

a. Specific applications and/or amplifications of the criteria and procedures for evaluation for promotion set forth in this section of the Faculty Handbook shall be formulated by each department or comparable unit. These criteria shall be subject to the approval of the Provost or his or her designee. Recommendations for promotion based on those applications and/or amplifications shall be primarily the responsibility of the department or comparable unit.

b. The Promotion Committee[3] shall be composed of not less than three members of the candidate's department or comparable unit. The membership may consist of anyone holding the rank of Associate Professor or above. Unless a department or comparable unit decides to have only full Professors on the Committee (especially in the case of promotion to full Professor), the majority shall be of a rank above that of the candidate.

1) Committee size and membership shall be determined by periodic vote by the department members or comparable group. Membership can be for one or two years, as determined by the department or comparable unit. In the case of a department, the department Chair shall be a nonvoting *ex officio* member. A

[3] "Promotion Committee" refers to the standing department committee, a joint committee of two or more departments, or a single college committee, whichever is applicable and appropriate under the particular circumstances.

candidate for promotion may serve on the Committee, except during those particular sessions when his or her candidacy is being considered.

2) If a department or comparable unit has fewer than three members of appropriate rank and chooses not to form a joint committee (see below), the Dean of the College shall, in consultation with the tenured members of the department or comparable unit, choose the necessary additional members from the faculty holding the appropriate ranks in allied disciplines. During this process the candidate's suggestions shall be sought by the Dean; however, such suggestions shall not be binding on the Dean. The membership of such a Committee shall be subject to review by the Provost.
3) It is understood that there may be some Colleges within the University where the division into departments may not be suited to the purposes of this Section or where a well-defined department structure may not exist. In the former case, departments may form a joint committee with the approval of a majority of the members of each department involved in the merger. In the latter case, upon an affirmative vote by a majority of the members within the College or comparable unit, the College or comparable unit may be considered a merged single department for the purposes of this Section.

c. The Promotion Committee shall review the status of each faculty member in any year when he or she so requests with respect to promotion.

1) The Promotion Committee shall evaluate all appropriate evidence, including an interview with each candidate concerning his or her qualifications and including a written evaluation by the departmental Chair, which will become part of the candidate's dossier.
2) The Committee shall prepare a written majority report, which shall be submitted first to the candidate and then, after the candidate has had a reasonable chance to reply, to the Advisory Committee[4] where one has been established and/or the Dean of the College together with minority reports. The recommendations of the Promotion Committee shall reflect the best professional judgment of the Committee as to the candidate's merit in accordance with criteria already stated, regardless of financial or purely administrative factors.
3) The candidate shall have the right to have his or her response appended to the documents sent to the Advisory Committee where one has been established and/or to the Dean.
4) If the recommendation by the department or comparable unit is negative, it is incumbent upon that unit to propose developmental actions that would better suit the candidate for promotion at a future date.

d. Where separate tenure and promotion committees exist and where the tenure and promotion of a candidate are to be decided concurrently, the tenure committee shall assume jurisdiction for both tenure and promotion, paying due attention to any differing criteria which may exist for each action.[5]

[4] "Advisory Committee" refers to a standing College or intercollege committee whose function is to review the actions of the promotion committees and to make recommendations to the Dean and the Provost.

[5] The legislative intent of this paragraph is that in such cases, the steps, regulations, and due process rights enumerated in the Tenure policy, rather than those set forth in this section, shall be followed for the entire consideration.

e. The Promotion Committee's recommendations, whether favorable or unfavorable to the candidate, shall be considered in turn by the department Chair, the Advisory Committee where one has been established, the Dean of the appropriate College, the Provost, and the President.

   1) The decision in each instance shall be communicated, in writing, to the individual candidate, giving him or her a reasonable amount of time to respond before it is sent on to the next level; the last decision to be communicated by the Provost not later than March 31.
   2) If the Promotion Committee's recommendation, whether positive or negative, is contradicted by the action of the Advisory Committee or by any administrator, that action shall be explained, in writing, to the Promotion Committee's Chair, as well as to the candidate.

f. The Promotion Committee, acting on a two-thirds vote from those faculty members eligible to serve on the Promotion Committee in the department or comparable unit, may appeal any promotion decision which goes against its recommendation.

   1) In such cases, the Provost must refer the decision to an *ad hoc* committee of scholars composed of members not affiliated with the University who are specialists in the candidate's field.
   2) The committee shall be composed of not less than three nor more than seven scholars jointly agreed to by the Provost and the Promotion Committee. The *ad hoc* committee's decision shall be accepted as binding on the Provost.

g. Individual faculty members who feel that a procedural violation has occurred in connection with their consideration for promotion may initiate grievances in accordance with currently applicable Tenured and Tenure-Track Faculty Grievance Procedures.

SABBATICAL AND PROFESSIONAL LEAVES[1]

a. Sabbatical Leaves

The purpose of the sabbatical leave program is to provide professional growth for the faculty member and to promote the faculty member's academic contributions to the University. To secure a sabbatical leave, the faculty member must have a planned program of activities that furthers the fulfillment of the program's purposes.

(1) Eligibility

Faculty members are eligible to apply for sabbatical leave if at the proposed start of the leave they will have tenure, will hold the rank of Assistant Professor or above, and, will have served at least six years as a full-time Northeastern University faculty member. Once a sabbatical leave has been taken, a faculty member will only become eligible again after having served another six academic years as a full-time faculty member at Northeastern University, beginning with the end of the previous sabbatical leave. If a leave has been postponed or deferred for the administrative convenience of the Unit or College, or because of circumstances beyond the faculty member's control, but is subsequently granted, the six-year eligibility period for subsequent leave will commence at the time when the postponed or deferred leave would originally have ended.

(2) Sabbatical Leave Plan and Compensation

Faculty members must specify one of two plans for their sabbatical leave: (1) two semesters at 50 percent of the faculty member's academic year salary or (2) one semester at 100 percent of the faculty member's academic year salary. Faculty members whose locus of tenure resides in a College or School that operates on a quarter calendar (e.g. School of Law), must specify either of two plans: (1) three quarters at 50 percent of the faculty member's academic year salary or (2) one and one-half quarters at 100 percent of the faculty member's academic year salary.

Both summer terms in the same calendar year are counted together as one semester for any faculty members whose base contract includes the full summer as one of their two semesters.

Faculty members continue to receive the following fringe benefits during the sabbatical leave:

- medical, dental, life, and disability insurance, unless it is covered by the temporary employer;
- group medical plan, if the faculty member continues regular contributions, either on a monthly or prepaid basis for the leave period;

[1] Original policy adopted by Faculty Senate, April 24, 1974, amended February 23, 1976; approved by Board of Trustees, May 25, 1976. Current language approved by Faculty Senate, May 19, 2003, by the Provost May 7, 2009, and by the Board of Trustees, May 8, 2009.

- if participating in the retirement program, the University will match up to 10 percent of the portion of the individual's sabbatical salary provided the faculty member contributes a minimum of 5 percent of the same salary;
- tuition remission benefits for family, and
- dependent care assistance if the faculty member will be paid through Northeastern University for the duration of the leave.

(3) Application for and Approval of Sabbatical Leave Process and Schedule

Each College will have a Sabbatical Leave Committee that evaluates all proposals for leave in the College and provides leave recommendations to the dean. The composition of the committee, the criteria for evaluation of sabbatical leave proposals, and the evaluation process will be determined by procedures approved by the faculty of the Unit, the dean, and the Provost.

The sabbatical leave applicant must submit a proposal containing a detailed plan of the leave's activities, objectives, and location, a timetable indicating the beginning and ending leave dates, a statement indicating how the proposed leave meets the criteria specified by the College sabbatical committee, a statement identifying all sources of leave funds, and a statement concerning other essential arrangements (benefits, etc.), where the applicant will be a visitor to another organization.

The proposal shall be submitted, on or before November 15, to the College Sabbatical Committee for evaluation. Based on the evaluation, the Committee will make a recommendation to the Dean of the College. The Dean of the College, in turn, will forward a recommendation to the Provost, together with the Committee's recommendation. The Provost's recommendation is submitted to the President for final action.

Each academic year, before the end of spring semester, the College Dean will notify all faculty members who are or will be eligible for sabbatical leave that they may apply in the following academic year. These faculty members will also be provided with a report that indicates, for the College's previous year sabbatical program, the number of faculty members who were eligible, the number who actually applied, and the number of leaves granted.

At the same time, the Provost will establish the timeline for consideration of sabbatical applications and transmittal of recommendations from each step. This timeline will be distributed to eligible faculty members with the Dean's notification in Spring semester.

Applicants for sabbatical leave shall be notified of the President's decision by January 15 of the academic year before the leave is to begin. The Provost may authorize consideration of an eligible faculty member's sabbatical application outside of the timeline.

(4) Obligations to Northeastern University

Upon returning to Northeastern University after the sabbatical leave, the faculty member will submit a written report of the sabbatical leave activities to the Dean, with a copy to the Unit head. In addition, faculty members must resume their usual duties at the University for at least one academic year following the completion of the leave.

b. Professional Leaves

A faculty member may request a professional leave of absence to engage in career-related activities or study for a period of up to one (1) year, with the potential for a second year. The dean and the Provost may approve the leave if it will contribute to the professional growth of the faculty member or will promote the faculty member's academic contribution to the University. The specific conditions of such leaves are determined on an individual basis. The letter granting the leave should specify any expectations for research during the leave year and, as appropriate, implications for tenure consideration and sabbatical eligibility. Unless otherwise specified in the letter granting a leave, a faculty member on professional leave must return to the University for at least one academic year after completion of the leave.

VACATION AND OTHER LEAVES OF ABSENCE

1. Vacation Policy

Members of the faculty in teaching and/or research including Co-op Coordinators (2.9), Clinical or Academic Specialists (2.7), or Full-Time Lecturers (2.8F) who hold appointments on a twelve-month basis are entitled to an annual vacation to be accumulative at the rate of two workdays per month. Faculty, including Coordinators, Specialists, or Lecturers, who are employed on a less than twelve-month basis and are paid an annual salary do not accrue vacation during the periods when they are in service at the University.

2. Non-Professional Leaves of Absence

Other types of leave include Maternity/Adoption Leave, Family Leave, Sick Leave, and Leaves for Military Training/Service and Jury Duty. Beyond the conditions outlined above for all faculty leaves, the policies and regulations regarding these other leaves may be found by consulting with Human Resources Management.

ACADEMIC FREEDOM[1]

Northeastern University subscribes to the *1940 Statement of Principles of Academic Freedom and Academic Tenure* issued by the American Association of University Professors and the Association of American Colleges, as amended in 1970. This policy applies to all individuals insofar as they are involved in teaching or scholarship at the University.

The University will place no restraint upon the extramural pursuits of any member of the faculty unless the time devoted to that pursuit unduly interferes with his or her obligations to the University or violates the University's Conflict of Commitment and Interest Policy.

The University will impose no limitations upon the freedom of faculty members in the exposition of the subjects they teach, either in the classroom or elsewhere. Faculty members may not claim as a right the privilege of discussing controversial matters outside their own particular fields of study in the classroom. The University will also impose no limitations upon the freedom of faculty members in research and the publication of the results. However, faculty members are expected to exercise appropriate discretion and good judgment.

The University assumes no responsibility for the extramural statements of faculty members. When appropriate, faculty members will make it clear that their statements are personal and are not sponsored or approved by the faculty or by Northeastern University.

[1] Approved by the Faculty Senate 10 April 2013, by the Provost 14 May 2013 and by the Board of Trustees 7 June 2013.

PATENT AND COPYRIGHT

1. University Patent Policy[1]

a. Introduction

It is the policy of the University to encourage the development of inventions, and where its resources permit, to reduce these inventions to practice and develop their full potential to the point of practical application. The University is a nonprofit educational institution devoted to teaching, research, and other scholarly activities in the public interest. The University's faculty, staff, and students, as part of their normally assigned duties and scholarly activities, carry on research which may be supported in part, or in whole, by the University from its own resources, or by grants or contracts with outside sponsors. The respective rights and obligations of the University, its sponsors, and its inventors relative to inventions resulting from research at the University are defined by this policy.

b. Objectives

The principal objectives of this policy are:

1) to encourage creative research, innovative scholarship, and a spirit of inquiry leading to the generation of new knowledge;

2) to facilitate the transfer of University-developed research results to commerce and industry, and to encourage the broadest utilization of the findings of scientific investigation to provide the maximum benefit to the public;

3) to provide an orderly procedure for determining the potential economic significance of discoveries so that commercially valuable inventions may be brought to the point of public utilization;

4) to establish principles for determining the rights and obligations of the University, inventors, and research sponsors with respect to inventions, and to define the equitable disposition of interests therein;

5) to provide incentives to inventors in the form of professional recognition, continuing research support, and direct financial compensation;

6) to fulfill the terms of research grants and contracts;

7) to safeguard the intellectual property of both the inventor and the University until appropriate patent protection is achieved; and

8) to facilitate institutional invention and patent agreements with parties external to the University.

[1] Approved by the Faculty Senate April 24, 1995, by the President May 23, 1995, and by the Board of Trustees November 10, 1995.

c. Inventions: Definition and Reporting

1) Covered Inventions

The term "invention" as used herein is an invention which is conceived or reduced to practice under the following circumstances:

a) where the invention involves any use of funds space, facilities, equipment, materials, or other resources of, or administered by, the University, including sponsored research projects; or

b) where the invention arises out of the sponsored research project or is relevant to the subject matter of an agreement between the University and another party with which the inventors have been associated; or

c) where charges relating to the invention were made to a sponsored research project or other activity involving agreement between the University and another party; or

d) where, although not falling within any of the foregoing categories, the inventor desires to make a disclosure of the invention to the University in order either to request a release as provided below or to interest the University in taking steps to commercialize the invention.

2) Invention Reporting

To protect the rights of the inventor and the University, timely invention reporting is required. Any inventor who is a faculty member, staff member or student, shall make a timely disclosure of his/her invention in writing to the Chair of the Patent Committee. Inventions should be reported as soon after conception as possible to permit prompt evaluation and to avoid unnecessary delays in publication.

3) Failure to Make Timely Disclosure

a) If the inventor fails to make a timely disclosure of an invention to the Chair of the Patent Committee, the University may require that an assignment of the invention be made to the University and any benefits that have accrued prior to the assignment shall be promptly paid to the University; and the inventor shall be obligated to comply with this requirement. Thereafter, unless the University shall otherwise agree in writing, all rights shall belong to the University.

b) A disclosure of any invention shall not be considered timely if it causes the University to lose domestic or foreign rights or business opportunities in an invention. Those acts which shall be considered untimely, shall include, without limitation, publication before patent application filing, filing a patent application prior to notifying the University, unauthorized prior filing in a foreign country, failure to disclose a business arrangement with a party other than the University which in any way involves the invention, provision of information which is later determined to be false or misleading in any material respect, and failure to disclose material facts or documentation relative to an invention.

d. Ownership and Disposition

The rights and obligations of the University, faculty, staff, and students are categorized as follows:

1) University-sponsored Inventions

Inventions resulting from research which has involved significant use of funds, facilities, space, equipment, materials, or other resources of, or administered by, the University (i) shall belong to the University; (ii) shall be promptly evaluated by a University evaluation committee or outside organization designated by the University; and (iii) shall either be accepted for patenting and commercialization, or, if not accepted for patenting and commercialization, may be released to the inventor upon written request. If an invention is accepted for patenting and commercialization, such invention shall be assigned to the University as provided hereinafter and the inventor agrees to be compensated in accordance with the applicable provisions of this patent policy.

2) Externally-sponsored, Non-government-related Inventions

The ownership, disposition, and obligations respecting inventions resulting from research wholly or partially financed under contracts, grants, or written agreements by industrial, philanthropic or other organizations, or by individuals, are governed by the provisions of such contracts, grants or agreements. Inventions which are not required to be dedicated to the public or to be assigned to other parties by the provisions of such contracts, grants, or agreements shall belong to the University and shall be processed as University-sponsored inventions. If, when evaluated for patenting and commercialization by the University Patent Committee, an externally-sponsored invention is not accepted for patenting and commercialization, such invention shall be released to the sponsor or, if permitted by the sponsor, may be released to the inventor.

3) Externally-sponsored, Government-related Inventions

The ownership, disposition, and obligations respecting inventions resulting from research which has had any financial support from an agency of the Government (Local, State or Federal) are governed by the terms of the applicable agreement. Such inventions, if required by the applicable agreement, shall be promptly reported to the appropriate government agency for determination of the Government's rights and interests.

If reporting to the Government is not required by the applicable agreement, or if the Government does not retain or require all right, title, and interest in a government-sponsored invention, the University will have the invention evaluated as a University-sponsored invention.

For inventions released to the University by the Government, in the event the University evaluation with regard to patenting and commercialization is negative, the University may release the invention to the inventor if permitted to do so by the Government Agency. Because the Government retains a license and certain other rights under any patent based on work it has sponsored, the inventor shall convey to

the University such rights as the University may need in order to fulfill its obligations to the Government.

4) Inventor-retained Inventions

Inventions resulting from research conducted without any use of funds, space, facilities, equipment, materials, or other resources of, or administered by, the University and not falling within (2) or (3) above, are the property of the inventor and are not reportable under this policy. If such inventions involve any, but not significant use of funds, space, facilities, equipment, materials, or other resources of, or administered by the University, they are reportable but are the property of the inventor. At the option of the inventor, such inventions may be submitted for processing as University-sponsored inventions.

5) Significant Use of University Funds, Facilities, Space, Equipment, or Other Resources.

The University will not normally construe the payment of salary from unrestricted funds nor the provision of office and library facilities as constituting significant use of funds, facilities, space, equipment, materials, or other resources of, or administered by, the University. Substantial advice or assistance from one or more faculty or staff members to an inventor specifically pertaining to the invention constitutes significant use of University resources. Use of laboratory and/or computer facilities will be considered on a case-by-case basis.

e. Assignments of Inventions

1) Faculty, Staff, and Students
Any member of the faculty or staff or any student who makes, as sole or joint inventor, an invention which involved significant use of funds, space, facilities, equipment, materials, or other resources of, or administered by, the University or which is subject to terms of a sponsored research or other agreement between the University and another party shall assign this invention and all associated applications and patents to the University or its designee unless the invention has been released to the inventor in accordance with the applicable provisions of the patent policy Any member of the faculty, staff, or any student, whether before or after terminating his or her association with the University, shall do whatever is necessary to enable the University or its designee to take out patents in any and all countries on such invention. The cost and expense of making such assignments and procuring such patents shall be borne by the University or its designee.

2) When a student makes an invention which has not involved significant use of funds, space, facilities, equipment, materials, or other resources of, or administered by the University, and which is not subject to the terms of a sponsored research project or other agreement between the University and another party, the University will waive its rights and the invention will be the exclusive property of the student, provided the student's rights in the invention are not altered by the terms of any financial aid received, including external sponsorship, scholarships, fellowships, traineeships, thesis expenses, or other assistance, whether or not administered by the University.

f. Administration of Intellectual Property Matters

1) Responsibilities

The Provost or his or her designee is responsible for the administration of intellectual property matters relating to inventions, patents, trade secrets, trademarks, copyrights, and publications. The Provost or his or her designee shall represent the University in all matters relating to intellectual property which affect the University's relations with government, industry, and the public. The Patent Committee is responsible for advising and making recommendations to the Provost or his or her designee concerning intellectual property matters which arise from activities of faculty, staff, and students, including inventorship, the determination of rights between inventors, the determination of rights between the inventor and the University, and the disposition of patent rights which the University does not wish to exercise. The Patent Committee shall make recommendations regarding those inventions on which patent applications will be filed and the disposition of patent rights involved, shall recommend arrangements for prosecutions of patents and commercialization of inventions, and shall consider and make recommendations on special patent, trade secret, trademark, copyright, and publication matters submitted to it for resolution.

The University may obtain services from one or a combination of the following sources to aid in the processing and/or commercialization of patents:

a) Marketing organization(s);
b) University Patent Counsel or other designated patent organization(s); and/or
c) University personnel.

University inventors shall cooperate with representatives of the University and/or representatives of other organizations designated by the University to assist in the processing and commercialization of University-sponsored inventions.

2) Membership of the University Patent Committee

The membership of the committee shall, at a minimum, include a total of eight faculty and/or staff representatives, at least one of whom has knowledge of technology transfer and commercialization, and the Patent Officer. The Patent Officer, a representative of the Office of Research Administration and Finance (RAF), will administer the Patent Committee and report to the director of RAF, who is the Patent Official. The Patent Officer is appointed by, and serves as the designee of, the Patent Official. The Patent Officer is responsible for the day to day operations of the Patent Committee. Normally, patent counsel will be invited to attend committee meetings in a non-voting capacity. Non-voting guests may be invited to attend meetings as needed to provide additional expertise regarding such matters as the technical aspects of a proposed invention or concerning patent processing.

The Patent Committee faculty/staff appointment process begins with the Patent Official's soliciting faculty/staff nominees from the College Deans. These nominees are presented to the Senate Agenda Committee and to the University Research Council for their recommendations, which may include the suggestions of additional and/or alternative nominees. After considering the recommendations of the Agenda Committee, the University Research Council and the Patent Official, the Provost will make the appointments. The appointed faculty members will serve three-year

staggered terms. Should any Patent Committee member have an interest in any matter coming before the committee, that member shall recuse him/herself both from participating in deliberations concerning and from voting on any such matter(s).

Collectively, faculty/staff representatives should have multi-disciplinary backgrounds, knowledge related to important patent areas at Northeastern University, institutional diversity, and involvement with external sponsors. A quorum of the committee must be present during deliberations and voting.

If any committee member resigns or fails to complete his or her appointment to the Committee or is otherwise removed, a replacement shall be selected by the Provost or his designee to fill the vacancy during the balance of the appointment. This Committee shall meet at regular intervals and at other times upon request of the Chair.

g. Procedures

1) Processing

Inventors shall transmit disclosures of inventions to the Chair of the Patent Committee on disclosure forms provided for that purpose by the Office of Research Administration and Finance. The Chair shall place the disclosure on the agenda of the next Patent Committee meeting. Each reported invention shall be evaluated by the Patent Committee within six months of submission to determine if it is "releasable," as defined below, or if any other patent action will be taken. Any indicated patent action will be taken expeditiously so as to protect the rights of the inventor and the University and to further any contemplated publication. The Patent Committee shall recommend a consultant, agent or other organization(s) to evaluate a) the invention's suitability for patenting, and b) the commercial value of the invention.

If the Patent Committee concludes that an invention is suitable for patenting and commercial value, it may be accepted for commercialization on a best efforts basis. The University shall determine at what point, after the filing of a patent application, commercialization efforts shall begin, what mechanisms will be employed, and to what extent funds, facilities, space, equipment or other resources of, or administered by the University will be utilized.

If the Patent Committee concludes that an invention is suitable for patenting and has commercial value, it may be accepted for patenting and commercialization efforts. If accepted for patenting, the invention shall also be accepted for commercialization on a best efforts basis. The University shall determine at what point, after the filing of a patent application, commercialization efforts shall begin, what mechanisms will be employed, and to what extent funds, facilities, space, equipment or other resources of, or administered by, the University will be utilized.

If the Patent Committee concludes that the invention has little or no current commercial value, a patent application may be filed at the University's expense by the University if it is satisfied that justification has been provided to the Patent Committee to establish potential future commercial value.

2) Releases

Inventions resulting from research conducted without use of significant funds, space, facilities, equipment, materials, or resources of, or administered by, the University and not subject to any conflicting provisions of any externally sponsored research contract, grant, or agreement shall be deemed "releasable" and shall be released to the inventor upon the submission of a written request for such release. Initial findings regarding significant use of funds, space, facilities, equipment, materials. or resources of, or administered by, the University shall be made by the Patent Committee and shall be communicated to and reviewed by the Patent Official. Releases shall be executed by the Provost upon recommendation of the Patent Official or his or her designee. At the option of the inventor, released inventions may be submitted for processing as University-sponsored inventions.

For inventions other than those categorized as "releasable" as defined above, the inventor may request a release. The invention is automatically released to the inventor one year after the Patent Committee has approved it for release, should the University fail to act further on the invention during this period.

Whenever the University determines that it has no further interest in an invention, the University shall release such invention to the inventor.

Upon the grant of any release, the inventor shall agree: a) not to use funds, facilities, space, equipment, materials, or other resources of, or administered by, the University, or the University's name in the exploitation of such invention; b) that the University may retain a non-exclusive, royalty-free license for University purposes if University and/or other sponsorship was involved; and c) that the inventor will convey to the University such rights as are necessary to fulfill any obligations that the University may have to other parties.

3) Disputes and Appeals

Disputes involving invention and patent matters other than those which are entrusted by this document to any other person or entity shall be referred to the Patent Committee. The Committee shall make a written advisory recommendation to the Provost or his or her designee, who shall render a final and binding decision in any such dispute.

4) Consulting Agreements

Any faculty or staff member who is engaged in consulting work or in business is responsible for ensuring that clauses in his or her agreements do not conflict with the patent policies of the University or with University commitments. Upon request, the Division of Research Management will provide assistance in this respect. The University's rights and the individual's employment obligations to the University shall in no way be abrogated or limited by the terms of such agreements. Faculty and staff members should clearly communicate their University obligations to those with whom they make independent agreements, and they should ensure that other parties to the agreement are provided with a current statement of the University Patent Policy.

h. Royalty Income and Incentive Awards

1) Division of Licensing Fees and Royalty Income

Gross Licensing Fees and Royalty Revenues, hereafter referred to as "royalty," subject to any deductions as follows, derived from University-sponsored inventions and paid to the University, shall be distributed as follows:

a) 30% directly to the Inventor;

b) 30% but not in excess of $100,000, divided equally between direct support to the inventor for his or her research and the inventor's unit to foster research in the unit. If distribution of this 30% is greater than $100,000 per year, the inventor and involved unit head shall negotiate with the Provost or his or her designee regarding the distribution of amounts in excess of $100,000/year between support of the inventor's research and the unit; and

c) 40% to the Provost's Office and the University's General Fund.
If the invention is joint, then the direct 30% royalty distribution designated for an inventor shall be to the joint inventors as a group, to be divided equally between the inventors, unless the inventors provide the University with an alternative royalty distribution agreed upon by them. If the inventors are associated with different units, the royalty distribution to the units shall be to the units jointly to be divided equally, unless the University is provided with an alternative royalty distribution agreed upon by the heads of the respective units and the Office of the Provost.

If the inventor's employment with the University terminates, the inventor's share of the distribution for direct support of his or her research shall be redistributed, 5% to his or her unit and 10% to the Provost's Office and the University's General Fund.

In the event a unit ceases to exist, the distribution of the unit's funds shall be determined by the Senior Vice President for Administration and Finance upon recommendation of the Provost of his or her designee.

The term "unit" as used herein shall include, without limitation, college, department, administrative unit, group, center or institute, the functions of which are separately budgeted.

Prior to any distribution under this Section, the University reserves the right to deduct from gross royalty revenues, at its discretion, at such times and in such amounts as it deems appropriate under the circumstances, costs and expenses associated with litigation and other activities which may be incurred either in obtaining rights to inventions, in marketing inventions, or in enforcing or defending patents filed as a result of University-sponsored inventions.

If the University has entered into an agreement with a third party concerning the disposition of rights to any invention arising from research financially supported by such party, the distribution of royalty income received from any patent(s) based on said research will be governed by the terms of that agreement.

With respect to distributions of royalties made by the University, the University shall make royalty distributions in accordance with this patent policy unless directed otherwise by a court order, and the University shall be held harmless against good faith payment of royalties made in accordance with this patent policy.

i. Licensing and Royalty Income

1) License and Royalty Income balances in excess of $50,000, after distributions required by the University Patent Policy, shall be disbursed at the close of the University's fiscal year.

2. Copyright Policy[2]

a. Policy Objectives

The objective of this policy and the associated administrative procedures is to enable Northeastern University to continue to foster the free and creative expression and exchange of ideas and comment; to preserve traditional University practices and privileges with respect to the publication of scholarly, instructional or artistic works; to establish principles and procedures for equitably sharing income derived from works of authorship produced at or for the University; and to protect the University's rights and assets.

b. Copyrightable Material

1) Under the Copyright Act of 1976, 17 U.S.C. sec. 102, federal statutory copyright exists in "original works of authorship fixed in any tangible medium of expression, now known or later developed, from which they can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device."[3] These works include:

a) written or printed works such as books, journal articles, poems, manuals, memoranda, syllabi, bibliographies, tests, computer programs, computer-driven displays, programmed instructional material and databases;
b) musical works, including any accompanying words;
c) dramatic works, including any accompanying music;
d) lectures, presentations and live video or audio broadcasts;
e) pantomimes and choreographic works;
f) pictorial, graphic, and sculptural works, including photographs, diagrams and sketches;
g) films, filmstrips, charts, transparencies and other visual aids;
h) motion pictures and other audiovisual works such as videotapes, audio tapes, videodiscs and cassettes; and

[2] Approved by the Board of Trustees, September 17, 1982. This policy applies to all University employees and to students insofar as they are engaged in the activities described herein.

[3] Common Law copyright protection of a work exists in very limited circumstances before it is fixed in tangible form, and trade secret protection is available for any material that provides a business advantage not generally known to the public.

i) sound recordings.

2) Upon publication of any works of authorship, certain formalities of notice are required to prevent loss of copyright protection in the work, as described below.

c. Scope of Copyright Protection

1) The scope of copyright protection is a matter of federal law governed by the Copyright Act of 1976, 17 U.S.C. secs. 101 *et seq*. This policy is provided to identify selected copyright principles and is not intended to constitute a full description of the applicable law. Inquiries in specific cases should be directed to the Provost's Office.

2) Copyright protection for an original work of authorship extends only to the expression which constitutes the work and not to any idea, principle or discovery embodied in the work. For example, a written description of a manufacturing process is copyrightable, but the copyright only prevents unauthorized copying of the description; the process described may be freely copied by a patent.

   Copyright protection only prevents copying of the copyrighted work, and does not control an independently produced similar work. Moreover, ownership of copyright is distinct from the ownership of any material object in which the work is embodied. Transfer of the ownership of any object does not of itself convey any rights in the copyrighted work embodied in that object. For example, if one purchases a videotape, one does not automatically obtain any copyright interest in the work on the tape, such as the right to make a public performance of the recorded work. Furthermore, in the absence of an agreement, transfer of the ownership of a copyright does not convey property rights in any material object.

3) The rights of the copyright owner vary with the nature of the work. These rights include the exclusive right to: a) reproduce the copyrighted work; b) prepare derivative works based on the copyrighted work; and c) distribute copies by sale or otherwise. For some works, the rights include the exclusive right to display or perform the work. The rights of copyright are subject to certain defined limitations and exceptions, including, but not limited to, the right of others to make 'fair use,' as defined by the Act, of a copyrighted work. 'Fair use' includes the reproduction of portions of the copyrighted work for purposes such as criticism, comment, news reporting, teaching, scholarship or research. Fair use should not be relied upon without the advice of counsel.

d. Ownership and Disposition of Copyrightable Material

1) The initial ownership of a work depends on how it is created, and may reside in either the author(s) or a sponsoring entity. The term 'author' shall be defined for purposes of this policy to mean the individual(s) responsible for the creation of a work. Where there is a question concerning the identity of the author(s) of a work, the Provost or his or her designee shall make a good faith determination of authorship, which shall be final and binding on all parties. In making this determination, the deciding party is to be guided by applicable law.

2) In the case of any work which is created or developed in the course of or pursuant to an agreement for sponsored research or pursuant to any other written agreement,

including an agreement between an author(s) and the University, copyright ownership shall be determined in accordance with the terms of such agreement. In the absence of such terms, the ownership of copyright in such work shall be determined by reference to paragraphs 3), 4), 5), and 6) of this Section. It is anticipated that such written agreements may contain other restrictions or obligations affecting material provided or developed pursuant to the agreement. In such cases, persons using or developing such materials shall abide by such restrictions and obligations.

3) All works created or developed by University faculty, staff or other employee within the scope of his or her employment shall be considered a 'work made for hire' within the meaning of the Copyright Act and copyright ownership thereof shall reside in the University. Notwithstanding the foregoing, works created by faculty for use in courses in the University may be used by such faculty as a contribution to other works provided that appropriate notice and acknowledgment of the University's ownership of copyright is included in any such other work.

4) Copyright ownership of any work which is created or developed by any person, including, but not limited to faculty, staff, employees and students, with the significant use of funds, facilities, space, equipment, materials or other resources of, or administered by, the University shall reside in the University. Except as provided in paragraph 3) of this Section, the University will not normally construe the payment of salary from unrestricted funds nor the provision of office and library facilities as constituting significant use of funds, space, facilities, equipment, materials, or other resources of, or administered by, the University. Use of laboratory and/or computer facilities or assistance from one or more faculty or staff to an author specifically pertaining to the work constitutes significant use of University resources. In all cases the Provost or his or her designee shall make a good faith determination concerning significant use, which shall be final and binding on all parties.

5) Copyright ownership in any work, other than in a thesis[4], which is not within the provisions of paragraphs 2) 3) and 4) of this Section shall reside in the author. Copyright ownership in theses shall be determined as provided in paragraph 6) of this Section.

6) Notwithstanding any provision herein to the contrary, in the case of a thesis generated by research performed in whole or in part by a student in the course of or pursuant to an agreement for sponsored research or other written agreement, including an agreement between an author(s) and the University, or utilizing equipment or facilities provided to the University under conditions that impose copyright restrictions, copyright ownership or control shall be determined in accordance with such agreement or restrictions. In the absence of such agreement or restrictions, copyright ownership in such a thesis shall reside in the student; however, the student, as a condition of a degree award, must grant the University the royalty-free right to reproduce and publicly distribute copies of the thesis for limited and noncommercial purposes.

[4] A 'thesis' shall be defined herein as a student work representing significant original or independent research and for which the student receives a very substantial amount of credit toward a degree or certificate. Where there is a question concerning whether or not a student work is a thesis, the Provost or his or her designee shall make a good faith determination concerning this issue, which shall be final and binding on all parties.

7) Where necessary to secure to the University an ownership of copyright in accordance with paragraphs 2) 3) and 4) of this Section or the rights of reproduction and distribution in accordance with paragraph 6) of this Section, all faculty, staff, employees, students, consultants, and others authorizing works for or on behalf of the University shall assign such person's rights of copyright, or grant the specified rights of reproduction and distribution, to the University. The University reserves the right to use, at its discretion, the materials or portions of any work created or developed in the course of an author(s)'s relationship with the University, or otherwise covered by this policy, for promotional, professional, or non-commercial purposes on a royalty-free basis.

e. Copyright Revenues

1) Except as may be provided in any other controlling document, revenues received by the University through fees or royalties for use of works in which the University has acquired rights under paragraphs 2), 3), 4), and 6) of Section d, will be apportioned in accordance with paragraph 4) of this Section among the author(s), the University, and the unit (if one exists) within the University where the works originated. The term 'unit' as used herein shall include, without limitation, department, administrative unit, group or institute, and functions of which are separately budgeted.

2) Prior to any distribution under paragraphs 3), 4), or 5) of this Section, the University reserves the right at its discretion to deduct from gross revenues all or any portion of:

   a) litigation and other expenses reasonably incurred in enforcing or defending the copyright against third parties;
   b) costs involved in licensing the copyrightable work;
   c) fees and expenses for registering the copyright; and d) the University's production and development costs.

3) The author(s) and the University are authorized to conclude a written agreement concerning the distribution of revenues. The author(s), a representative of the unit and the Provost or his or her designee may negotiate such a written agreement, to be executed by the author(s) and the Provost or his or her designee, encompassing the following:

   a) the distribution of revenues;
   b) the schedule for revenue distribution; and
   c) where applicable (especially to encourage the creation and development of non-print materials), advances against royalties.

4) Where no written agreement with respect to revenue distribution exists, the following distribution shall apply:

   a) to the University, 60%;
   b) to the author(s), a total of: (i) 35% of the first $50,000 in gross revenues; (ii) 25% of the next $50,000 in gross revenues; and (iii) 15% of the gross revenues thereafter; and

c) to the unit, a total of: (i) 5% of the first $50,000 in gross revenues; (ii) 15% of the next $50,000 in gross revenues; and (iii) 25% of the gross revenues thereafter.

5) For purposes of paragraph 4) above, in the case of joint authors, the direct royalty distribution designated for an author shall be to the joint authors as a group, to be divided equally between the authors, unless the authors provide the University with an alternative royalty distribution schedule agreed upon by them. If the authors are associated with different units, the royalty distribution to the units shall be to the units jointly to be divided equally, unless the University is provided with an alternative royalty distribution schedule agreed upon by the heads of the respective units and the Provost or his or her designee. In the event a unit ceases to exist, the distribution of the unit's funds shall be determined by the Vice President/Treasurer upon recommendation of the Provost or his or her designee.

6) Except as may be prohibited by law or any other controlling document, the University reserves the exclusive right at its discretion to contract with third parties for the exercise of any of its rights of copyright.

   Revenues accruing from such agreements shall be considered part of the revenues of the copyrightable works and shall be distributed in accordance with the provisions set forth in this Section.

f. Copyright Procedure

1) Where the University has determined that it is in its best interests to protect works in which it owns or is entitled by agreement or operation of law to own any rights of copyright, it may at its discretion register its claim to copyright. The author(s) of the work shall fully and promptly cooperate with the University and take such actions and execute such documents, including, but not limited to, assignments and applications for registration, which shall, in the opinion of the Provost or his or her designee, be reasonably necessary to perfect and confirm the University's rights of copyright.

2) In all cases where the University chooses to publish[5] a work, it shall include a copyright notice in the required form and position. The notice must contain three elements:

   a) the symbol © [(P) for sound recordings];
   b) the name of the copyright owner: NORTHEASTERN UNIVERSITY; and
   c) the year of first publication. This is the year in which copies of the work were first placed on sale, sold, or publicly exhibited or distributed.

   Advice of counsel should be obtained regarding the proper use of copyright notice.

g. Policy on Trade Secrets and Protection of Computerware

[5] 'Publication,' under the Copyright Act, includes the distribution of copies of a work to the public by sale or other transfer of ownership, or by rental, lease or lending, or the offer to distribute copies to a group of persons for further distribution or public display or performance. A public performance or display of a work does not in itself constitute publication.

1) Except where provided to the contrary in other controlling documents, ownership of computer databases, software and firmware produced at the University, along with any rights of copyright pertaining thereto, shall reside in the University wherever such materials are created a) by employees as works made for hire; b) under contract by or for the University; or c) with significant use of funds, space, facilities, equipment, materials, or other resources of, or administered by, the University, as described in Section d above. It should be noted that sponsored research agreements usually contain clauses affecting the ownership and disposition of computer software, firmware and databases, providing in some cases that the sponsor or the University is the owner. The Provost's office should be consulted to determine the meaning and scope of any such clauses.

2) Copyright protection alone may be inadequate for computerware and certain other materials. For this reason, computer software, firmware and databases owned or controlled by the University shall be maintained as trade secrets of the University until released by the Senior Vice President/Treasurer upon recommendation of the Provost or his or her designee. In addition, the Provost or his or her designee may identify other materials or classes of materials to be treated as trade secrets. Where any material is to be treated as a trade secret, the following steps shall be taken to protect such status.

   a) The material and any copies thereof shall be physically secured against access by unauthorized individuals.
   b) Access to the material and any copies thereof shall be limited to designated individuals who shall be as few as possible and who shall be instructed and obligated to protect any such trade secret status.
   c) The material and any copies thereof shall bear a notice as follows: "This material is confidential and proprietary to Northeastern University. Access to this material is limited to authorized individuals. Use, reproduction or disclosure is prohibited unless authorized in writing by the University."

3) Initial findings with respect to the release of trade secrets of the University shall be made by the University Patent Committee and shall be communicated to and reviewed by the Provost or his or her designee. If release is authorized, the principal investigator or other faculty member directing the research in the course of which computer databases, software, firmware or other trade secrets are developed may permit their distribution subject to conditions which protect their commercial value and are consistent with any grants or contracts under which such works are developed. Databases so released may be publicly accessed (except in cases where confidential information or privacy considerations are involved, such as student, personnel, and patient records) so long as substantial copying is prevented.

4) It should be noted that software, firmware, databases and other trade secrets may be provided to the University from outside sources under conditions restricting their use or disclosure. Individuals authorized to access such materials shall treat them as required by the terms under which they are provided to the University.

h. Miscellaneous Provisions

1) Employment Agreements

The University may require faculty, staff or students to sign agreements implementing this policy as a condition of employment or as a condition of participation in a sponsored project, as may be necessary to comply with the terms of grants and contracts, or to establish record title in certain materials in the University. The University may hold legally responsible and/or impose sanctions upon employees responsible for significant violations of the terms of this policy, including but not limited to actions such as the publication other than under University copyright of materials with respect to which the University is the copyright owner under the law or the provisions of this policy.

2) Copying of Works Owned by Others

Members of the University community are warned to observe the rights of other copyright owners.

Policies pertaining to copying for classroom use or library purposes are set forth in "Use of Copyrighted Material in Classes,"[6] are posted at appropriate University locations and are available from the University Publishing Group.

3) General Advice and Assistance

Designated personnel in the Provost's Office are available to advise on questions arising under this policy and to assist with the negotiation and interpretation of the provisions of proposed formal agreements with third parties. All determinations or interpretations to be made under this policy by the Provost or his or her designee shall be made in substantial conformity with the Copyright Act and controlling case law thereunder, where applicable. Questions regarding the specific terms and conditions of individual contracts and grants, or regarding rules, regulations, and statutes applicable to the various government agencies, may be addressed to the Provost's Office.

[6] See “Teaching Policies and Procedures” section of this site.

INSTRUCTIONAL MEDIA[1]

1. The decision to use instructional media in any form resides with the individual faculty member responsible for the instructional sequences under consideration and his or her department.

2. The objectives and content of instructional media courses and programs are the responsibility of the faculty member developing the instructional sequences and his or her department. Suggestions, criticisms, and major revisions may be proposed by the instructional media specialist, but only in an advisory capacity.

3. The University may withhold or, after reasonable notice, withdraw its support from the development, production, or implementation of an instructional method, device, or system whose design its authorized officials considers inadequate to achieve the proposed objectives or to carry the proposed content.

4. Decisions concerning the award of academic credit (how much, if any) for courses offered by means of various instructional media are the responsibility of the faculty of the College in which the students are enrolled.

5. Appropriate authorship or other credits should be given to any faculty or staff member who substantially assists the development or production of instructional media.

6. Any faculty member is free to develop instructional media entirely on his or her own time and without formally involving the University. In such cases, the faculty member has full ownership of the media so developed.

7. When instructional media are being developed with the assistance of the University, a written agreement should be executed between the University and the cooperating faculty. The purpose of such agreements should be to facilitate the free flow of ideas and information and the maximum utilization of instructional media. The agreement should address the following where relevant:

   a. the portion of the normal academic load of the faculty member to be committed to the project;
   b. authorship or other credits;
   c. arrangements for the sale, lease and gratuitous lending of the media;
   d. royalty payments from net income derived from the marketing of the media;
   e. provisions for subsequent use, revision, or withdrawal of the media; and
   f. provisions for arbitration of unresolved issues.

8. Full ownership of instructional media developed in the manner described above is vested in Northeastern University, unless otherwise provided by written contract.

[1] Endorsed by Faculty Senate November 20, 1969. Adopted as University Policy by Board of Trustees January 9. 1970. This policy applies to any University employee engaged in these activities.

CONFLICT OF COMMITMENT AND INTEREST[1]

This statement contains Northeastern's policy and procedures regarding conflict of commitment and conflict of interest as they apply to all members of Northeastern's faculty and research staff (hereinafter referred to as the University Faculty), including faculty members serving as University officers. College Deans are the primary individuals responsible for ensuring implementation of this policy. The Vice Provost for Research (hereinafter referred to as the "Vice Provost") is responsible for interpretation and overall coordination of the policy. Violation of any part of this Policy causes a faculty member to be subject to sanctions.[2] This policy will be modified as necessary to remain in compliance with the regulations of external agencies.

Conflict of Commitment: Northeastern's faculty members owe their primary professional allegiance to the University, and their primary commitment of time and intellectual energies should be to the educational, research and scholarship programs of the institution. The specific responsibilities and professional activities that constitute an appropriate and primary commitment will differ across colleges and departments, but they should be based on a general understanding between the faculty member and his or her unit chair and college Dean or equivalent administrator (hereinafter referred to as "the Dean").

Even with such understandings in place, however, faculty attempts to balance University responsibilities with external activities - such as consulting, public service or pro bono work - can result in conflicts regarding allocation of time and energies. Conflicts of commitment usually involve issues of time allocation. Whenever an individual's outside consulting activities (as defined in Northeastern's policy on Faculty Outside Professional Activities) exceed the permitted limits (normally one day per week), or whenever a full-time faculty member's primary professional loyalty is not to Northeastern, a conflict of commitment exists.

Conflict of Interest: A conflict of interest occurs when there is a divergence between an individual's private interests and his or her professional obligations to the University such that an independent observer might reasonably question whether the individual's professional actions or decisions are determined by considerations of personal gain, financial or otherwise. A conflict of interest depends on the situation, and not on the character or actions of the individual.

Conflicts of interest are common and practically unavoidable in a modern research university. At Northeastern, conflicts of interest can arise out of the fact that a primary mission of the University is to promote public good by fostering the transfer of knowledge gained through University research and scholarship to the private sector. Two important means of accomplishing this mission include faculty consulting and the commercialization of technologies derived from faculty research. It is appropriate that faculty be rewarded for their participation in these activities through consulting fees and sharing in royalties (as set forth in the Northeastern University Patent and Copyright Policies) resulting from the commercialization of their work. It is wrong, however, for actions taken or decisions made in

[1] Approved by the Faculty Senate 8 May 1995, approved by the President 6 July 1995, approved by the Board of Trustees on 9 July 1995, and transmitted to appropriate government agencies to ensure compliance with applicable federal regulations. In part, this policy statement is based on one approved by the faculty at Stanford University in April, 1994. For purposes of this policy the word "Faculty" applies to anyone engaged in these activities under the auspices of Northeastern University.

[2] See Faculty Discipline for the disciplinary policies that apply to Faculty. Information concerning the progressive discipline policy that applies to all others is available from Human Resources Management.

the course of an individual's University activities to be influenced or determined by considerations of personal financial gain.

Such behavior calls into question the individual's professional objectivity and ethics, and it also reflects negatively on the University. Northeastern University is an institution of public trust; faculty must respect that status and conduct their affairs in ways that will not compromise the integrity of the University.

Faculty members should conduct their affairs so as to avoid conflicts of interest, and must respond appropriately when conflicts of interest arise. To that end, the purposes of this policy are to educate faculty about situations that generate conflicts of interest, to provide ways for faculty and the University to manage conflicts of interest, to promote the best interests of students and others whose work depends on faculty direction, and to describe conflict situations that are prohibited. Every Northeastern University faculty member has an obligation to become familiar with, and abide by, the provisions of this policy. If a situation raising questions of conflict of commitment or interest arises, faculty are urged to discuss the situation with the unit chair, college Dean, or the Vice Provost.

SUMMARY

Below is a summary of the key provisions of this Policy. However, faculty are urged to read the document in its entirety to fully understand the spirit of these provisions, the bona fide exceptions, and the requirements for compliance.

1. As prescribed in the *Faculty Handbook*, faculty must maintain a significant presence on campus throughout each semester they are on active duty.[3]

2. Faculty must not allow other professional activities to detract from their primary allegiance to Northeastern. For example, a faculty member on full-time active duty must not have significant outside managerial responsibilities nor, under normal circumstances, act as a principal investigator on sponsored projects that could be conducted at Northeastern University but instead are submitted and managed through another entity.

3. Faculty must foster an atmosphere of academic freedom by promoting the open and timely exchange of results of scholarly activities, ensuring that their advising of students and postdoctoral scholars is independent of personal commercial interests, and informing students and colleagues about outside obligations that might influence the free exchange of scholarly information between them and the faculty member.

4. Faculty may not use University resources, including facilities, personnel, or equipment, except in a purely incidental way, as part of their outside consulting activities or for any purposes that are unrelated to the education, research, scholarship, and public service missions of the University. Faculty may not use information confidential to the University in any way beyond the scope of their University duties without the express consent of the University Officer responsible for that information.

[3] See the University policy on Presence at the University.

5. Faculty must disclose on a timely basis the creation or discovery of all potentially patentable inventions created or discovered in the course of their University activities or with more than incidental use of University resources. Ownership of such inventions must be assigned to the University regardless of the source of funding. The inventor will share in any royalties earned.

6. Faculty must disclose to the University whether they (or members of their immediate family, as defined below) have consulting arrangements, significant financial interests (also defined below), or employment in an outside entity before the University will approve the following proposed arrangements between such entities and Northeastern: a) gifts; b) sponsored projects; c) technology licensing arrangements; and d) procurements. In such cases, formal University approval will be required prior to entering into each proposed arrangement.

7. The goal of this policy is to permit faculty to undertake research in the freest possible atmosphere consistent with their obligations to the University and to outside funding agencies. In order to minimize interference with research, the University encourages faculty to utilize the following informal procedure when questions concerning potential conflict arise. A faculty member with such questions may contact his or her unit head or Dean for informal and confidential discussion of the facts which give rise to the potential conflict. The results of that discussion will be reduced to a memorandum by the academic administrator involved as evidence of the faculty member's good faith compliance with this policy. Should the faculty member disagree with the terms of this memorandum, the issues shall be presented to the Vice Provost as described below.

8. In situations in which the objectivity of a faculty member could reasonably be questioned, the Dean may establish an independent oversight committee to review the appropriateness of the proposed research to be conducted at Northeastern, oversee the conduct of the research, and ensure open and timely dissemination of the research results. Such oversight committees will be required for all clinical trials raising questions of conflict of interest.

9. On an annual basis all faculty members must certify to their Deans (or supervisors, in the case of faculty holding administrative positions or staff not affiliated with a College) their compliance with Northeastern's policies relating to conflict of interest and commitment. They must also disclose information about their (and, as described below, their immediate family members') financial relationships with outside organizations that are sponsors or potential sponsors of their teaching or research programs or are otherwise involved in commercial relationships with the University that involve the faculty member. In addition, on an ad hoc basis, faculty must disclose to the unit chair or Dean current or prospective situations which may raise questions of conflict of commitment or interest, as soon as such situations become known to the faculty member.

10. Deans shall review and may approve exceptions to this policy. Deans shall establish procedures to ensure timely review of their faculty's annual and ad hoc disclosures of potential or apparent conflicts. Such procedures shall involve representatives from the school's faculty as part of the reviewing body. Deans will file their own annual disclosures and certifications of compliance with the Vice Provost.

11. The Vice Provost must also approve all special cases outlined in Section 6 above. The Vice Provost shall approve each college Dean's plans for implementing this policy,

interpret policy provisions, respond to faculty wishing to appeal a college Dean's decisions (see Section 7, above), and annually report to the University Research Council on the status of this policy and its implementation.

12. Should a faculty member wish, on grounds specified below, to appeal a decision made by the Vice Provost, he or she may present the appeal to the Provost, who will consider the case.

POLICY

1. Limitations on Outside Professional Activities

Northeastern encourages faculty to become involved in the transfer of knowledge from the University into the commercial marketplace. It is appropriate for the University to facilitate the transfer of the knowledge gained through academic research to applications which can benefit the general population. Moreover, experience gained by faculty in the course of outside professional activities can enhance their teaching and research or scholarship within the University. But the process of technology transfer can create the potential for conflicts of commitment and/or interest, particularly when there is opportunity for personal gain on the part of the faculty. The intent of this provision of the policy is to minimize potential conflicts and to provide means of managing them when they arise. An implicit assumption underlying the University's "Policy on Faculty Outside Professional Activities" is that such outside professional activities are a privilege and not a right and must not detract from a faculty member's full-time obligation to his or her University duties. When any outside activity detracts from the conduct of University duties, a conflict of commitment will result. Even activities such as pro bono work, government service in the public interest, and any outside employment unrelated to the faculty member's University responsibilities should be managed so they do not take precedence over a faculty member's primary commitment to the University.

Outside professional activities can also generate conflicts of interest regardless of the time involved. For example, direction of a program of research or scholarship at another institution that could be conducted appropriately at Northeastern as part of the faculty member's normal duties can deprive Northeastern students and colleagues of the benefits of the faculty member's primary intellectual energies and valuable educational opportunities. Another example is submitting research proposals through channels other than Northeastern to support work that could be performed at Northeastern. First, the use of Northeastern resources in the course of that work is practically unavoidable. Second, it becomes difficult, if not impossible, for the University to review and reward the contributions of its faculty, staff, and students for work managed and/or conducted elsewhere. Third, the action can result in situations that place students and staff in conflicts of interest. On the other hand, the University does not intend to limit faculty from participating in multi-site training or research programs. Nor does it intend to limit the ability of faculty to do research that requires access to facilities not available at Northeastern. Weighing these considerations, normally Northeastern faculty members on active duty are prohibited from serving as principal investigators on sponsored projects submitted and managed through other institutions.

Significant management roles (those that involve supervision of the work of others and/or day-to-day responsibility for operating decisions) in private business typically are demanding both in terms of time and energy. It is unlikely that such roles can be fulfilled

by the manager working only one day per week,[4] the maximum time permitted for full-time faculty to engage in outside consulting activities. Because full-time faculty are expected to devote their primary energies and professional interests to their University obligations, they may not accept significant managerial responsibilities as part of their outside consulting activities.

Whenever faculty members are involved in research as part of their outside consulting or business activities, they must establish clear boundaries that separate their University and outside obligations, so as to avoid questions about their appropriate use of resources and attributions of the products of their work.

2. Free and Open Exchange of Research Results

The integrity of the University as a community of scholars requires the free and open exchange of ideas and communication of the results of scholarly activities. Faculty are obligated to maintain an atmosphere free from unwarranted external influences. Students and collaborators must be able to pursue topics of interest, have access to available information and facilities, and communicate the results of their work to other scholars and the public. Therefore, faculty must ensure that:

a. the results of research or scholarship undertaken at Northeastern are disseminated on an open and timely basis to the broader scholarly community and public in keeping with Northeastern's "Security Manual";[5]

b. the activities of students and post doctoral scholars are free from the personal commercial interests of the faculty member; and

c. the work of students, staff, post-doctoral scholars and collaborators is not exploited in the course of a faculty member's outside obligations. To this end, faculty members should be open about their involvement with and obligations to outside third parties who could benefit from the work or ideas of their students, staff, and colleagues. Similarly, students, associates, and staff should have access to information about the sources of funds that support their research.

3. Appropriate Use of University Resources, Including Facilities, Personnel, Seal, Logos and Letterhead, Equipment, and Information

Faculty may not use University resources, including funds, facilities, personnel, equipment, or marks of its official endorsement such as the University seal, logo, or letterhead except in a purely incidental way as part of their outside consulting activities or for any other non-University purposes.

Inappropriate use of University resources includes the following:

a. Assigning the faculty member's students, staff, post-doctoral scholars, or other faculty under his or her supervision tasks for purposes of potential or real financial gain of the

[4] See Faculty Outside Professional Activities.

[5] Copies may be obtained from the Office of Research Administration and Finance.

faculty member rather than the achievement of Institutional objectives, the advancement of the scholarly field, or the fulfillment of students' educational needs.

b. Involvement of the faculty member's students (whether as Coops, interns, volunteers, or full or part- time employees), staff, or other faculty under his or her supervision in his or her outside consulting or business activities without prior approval of the unit chair or Dean with respect to the fact, the nature, and the scope of the student's involvement;

c. Granting external entities access to Northeastern resources or services for purposes outside the University's missions, providing external entities confidential information for any reason without the express consent of the University Officer responsible for that information, or offering inappropriate favors to outside entities in an attempt to unduly influence them in their dealings with the University.

d. Use for personal gain, or granting unauthorized access to others, of confidential information acquired through conduct of University business or research activities. Confidential information includes, but is not limited to medical, personnel, student, or security records of individuals; proprietary knowledge about anticipated corporate material requirements, budgets, or price actions; proprietary knowledge of possible new sites for government operations; and information about forthcoming programs or selection of contractors or subcontractors in advance of official announcements;

e. For personal financial gain, providing an outside entity preferential access, to research results, materials or products generated from University teaching or research activities. (This would not preclude appropriate licensing arrangements for inventions, or consulting on the basis of sponsored project results where there is significant additional work or expertise involved);

f. Disposing of University property to third parties without the explicit authorization of the Senior Vice President;

g. Using the University seal, its logos, letterhead, or other official University symbols in activities unrelated to the faculty member's University responsibilities or implying University endorsement for activities or entities not officially recognized by the University.

4. Disclosure and Ownership of Intellectual Property

Northeastern wishes to encourage faculty members to be involved in technology transfer as part of their University duties without raising questions as to their motives. However, for faculty members to determine ownership of intellectual property based on outside sources of support when they stand to gain financially from such decisions constitutes a serious conflict of interest. Additionally, for faculty members to claim ownership of an invention resulting from their University activities calls into question whether they are using University resources for personal financial gain. Finally, the opportunity for a faculty member to assume ownership of an invention and then grant exclusive access to it to a sponsor or potential sponsor of his or her University research creates an incentive for inappropriate relationships. Faculty are expected to exercise objectivity in the conduct of research and guidance of students and associates. To the extent that the financial interests of a faculty member and a corporate sponsor become intermingled, the objectivity of the faculty member can be called into question. The relationship between the

individual researcher/scholar, the University, and research sponsors is more fully detailed in the University Patent and Copyright Policies contained in the current Faculty Handbook.

5. Faculty Involvement in Outside Entities Which Have Relations with Northeastern

Gifts, procurements, sponsored projects, or technology licensing arrangements between Northeastern and outside entities in which the involved faculty member (or members of the immediate family, which includes the faculty member's spouse or dependent children as determined by the Internal Revenue Service, or a domestic partner) has significant financial interests, or any employment or consulting roles, raise particular questions of potential or apparent conflicts of interest which require special ad hoc disclosures, review and approval.

a. For this purpose "significant financial interests" includes the following:

1) A "financial interest" in the sponsor of research, defined as:

a) A direct or indirect investment in the sponsor worth more than $5,000;
b) A position as director, officer, partner, trustee, employee of or any other position of management in the sponsor;
c) Income from the sponsor, including income from intellectual property rights, consulting income and gifts aggregating $5,000 or more in value, received by or promised to the faculty member within 12 months prior to the time the award is made. (For the purposes of this policy, "income" is further defined as in Gov. Code, Section 82030.)

2) "Indirect Investment" or "Indirect Financial Interest," including situations in which:

a) The spouse or dependent child of a faculty member has a financial interest (as defined in "A" above) in the sponsor;
b) The faculty member, his or her spouse, or dependent child own directly, indirectly or beneficially a 5 percent interest or greater (or $10,000 worth of ownership interests) in any business entity or trust which has a financial interest in the sponsor of the research.
c) "Equity (Ownership) Interest" defined as an investment of more than $10,000 in the sponsor by the faculty member, his or her spouse, or dependent children. Additionally, faculty members seeking funding from an external sponsor must ensure compliance with that sponsor's disclosure requirements.

b. Prior to the University entering into any of the following arrangements, the involved faculty member (following informal consultation, if he or she deems it beneficial) must submit to the Dean a complete written disclosure of his or her current or pending relationship with the outside entity, the relationship of the proposed University activity to the entity, and the means by which the faculty member will ensure separation of his or her University role from the faculty member's (or family members, as described above) role or interests in the entity:

1) gifts to Northeastern of cash or property which will be under the control of, or will directly support the teaching or research activities of a faculty member, from an entity in which that faculty member (or members of the immediate family as

described above) has an employment or consulting arrangement and/or (a) significant financial interest(s) (as defined above);

2) sponsored project proposals in which any of the involved investigators (or members of their immediate families as described above) have employment or consulting arrangements with and/or significant financial interests in the proposed sponsor, or with proposed subcontractors, vendors, or collaborators;

3) University technology licensing arrangements with companies in which the faculty inventor (or members of the immediate family as described above) has an employment or consulting arrangement and/or a significant financial interest; and

4) procurement of materials or services from an outside entity in which the faculty member (or members of the immediate family as described above) has an employment or consulting arrangement and/or a significant financial interest.

5) disposal of University resources or property to an outside entity in which the faculty member (or members of the immediate family as described above) has an employment or consulting arrangement and/or a significant financial interest.

6) receipt by the faculty member or any member of his or her family of a single gift or multiple gifts with a cumulative value of in excess of $100 from a current or prospective University vendor, service provider, student or any third party who is seeking some benefit from the University. (Gifts include, but are not limited to, meals, entertainment, travle, and tickets to sporting and other events. Examination copies of textbooks and similar materials given to faculty are not considered gifts.)[6]

Common sense must prevail in the interpretation of these provisions. That is, if a reasonable person would question the relationship, it should be disclosed and approval should be sought for the proposed arrangement.

c. If such proposed arrangements are approved by the Dean, the faculty member's disclosure and the Dean's findings and recommendations shall be submitted to the Vice Provost for approval. The Vice Provost may convene an ad hoc committee to advise him or her on any such proposed arrangements. Decisions made by the Vice Provost on these matters are not grievable under the Faculty Grievance Procedure.

6. Situations Raising Questions of Scientific Objectivity

In cases where the University has approved arrangements as described in Section 5 above, or in Clinical Technology Assessment Agreements (clinical trials) in which the investigators have personal financial interests, the objectivity of the faculty member's decisions and/or activities may be questioned by reasonable people. To address these situations, oversight committees may be established by the college Dean to review the appropriateness of the proposed activity, to monitor the conduct of the activity (including use of students and post-doctoral scholars), and to ensure the open and timely dissemination of research results.

[6] This paragraph approved by the Faculty Senate December 10, 2011 and by the President January 13, 2002.

Clinical trials involve particularly sensitive issues in those cases where the investigator has personal financial interests in the outcomes. The demand for therapeutics requires that new agents be developed and tested. The processes that must be followed in the testing and development of therapeutics raise an inherently contradictory situation for faculty, because frequently the inventors of therapies or medical devices are those who do research on the disease in question, are the leaders in the field, and are the most qualified to carry out pre-clinical and clinical testing. Also, the most qualified laboratories and individuals to conduct trials may receive, or be candidates to receive, research support from external organizations. In neither case could the faculty member be disinterested with respect to the outcome of the trials.

Therefore, the faculty member must take appropriate steps to guarantee objective evaluation of the agent or device, especially for advanced clinical trials (FDA phase II and phase III). Testing might involve other members of the unit or college, but if the faculty member is a unit chair or center director, the referral to another faculty member (particularly to a junior faculty member) for testing the therapy/device may carry implied coercion. Integrity should be protected by an independent oversight group assigned to evaluate and monitor the research: (e.g., to an ad hoc committee appointment by the Dean) whenever (a) a faculty member is involved in clinical trials of his or her inventions; (b) a company licensed to use a faculty member's invention is sponsoring the trial; (c) there may exist a reason to question a faculty member's objectivity, (d) the outcome of the trial could be seen as influencing existing or potential research support, or (e) such testing is referred to other members of the faculty member's unit or center.

7. Certification of Compliance

On an annual basis all faculty members must certify to their Dean their compliance with Northeastern's policies related to conflict of interest and commitment, and disclose their prior academic year's consulting activities for and/or significant financial interests in outside organizations that support their University teaching or research program. Faculty members must also disclose other arrangements with outside organizations with which they are involved as described above in Section 5. In addition, faculty must disclose if they have served as principal investigators or managers of outside research or business activities

LOADS[1]

All full-time members of the University faculty participate in the total program of instructional, research, and extracurricular activities that have been established to encourage the general development of Northeastern students. Advisory responsibilities, whether academic or associated with officially recognized student organizations, are important to the attainment of its overall educational objectives and are taken into consideration when faculty assignments are determined.

All faculty assignments are made by the appropriate academic Deans and/or Department Chairs under authority delegated by the Provost. It is expected that members of the faculty will discharge their nonteaching assignments with the same sense of responsibility which they bring to their classroom obligations.

[1] Though the specific wording of this policy applies to members of the Teaching Faculty, the same expectation of full participation in the total program of the University exists for Co-op Coordinators, Clinical and Academic Specialists, and full-time or benefits-eligible Lecturers as well. The array of specific areas in which these individuals are expected to participate is determined by their particular job descriptions and letters of appointment.

PRESENCE AT THE UNIVERSITY[1]

1. Two semester (fall-spring) faculty appointments begin, and faculty are expected to report, on the Monday preceding the week in which fall semester classes begin and continue through the end of spring commencement. Temporary absence for faculty members during the period when their contract requires them to be in attendance shall be arranged in accordance with regulations of the unit. Each faculty member is responsible for the conduct of assigned courses and is required to meet such classes and make such assignments as will fulfill the intent of the course.

The normal summer term appointments (for extra compensation or for 2.5 semester faculty) for faculty begin on the Monday of the week in which the summer term classes begin. Such appointments end on the Friday of the week in which the summer term grades are due.

2. Regular Evening Assignments

Members of the full-time faculty of the University will be expected to teach evening courses that are part of the programs leading to the bachelor's degrees offered by the Colleges, or to advanced degrees in the Graduate School, as an integral part of their service load for the University. Appropriate consideration, where possible, will be given to the schedules of faculty members who are to teach both day and evening so that the total load is a reasonable one. Faculty members will be consulted in the assignment of courses and may be excused from evening teaching by the Dean of the College if circumstances warrant. The schedule maker will make every attempt not to assign early morning classes to faculty members who have taught late evening classes on the preceding night. Any faculty member assigned a Saturday class will, if possible, be given the following Monday as a day off, but in any event, guaranteed a day off during the week.

[1] Promulgated by the Provost, November 27, 1979. Revised by Faculty Senate April 22, 2002; approved by President May 21, 2002, and by Board of Trustees June 14, 2002. This policy applies to all teaching employees.

POLICY ON FACULTY OUTSIDE PROFESSIONAL ACTIVITIES[1]

Outside professional activities can be valuable to both the faculty member and the University. For these reasons, the University encourages faculty so desiring to engage in these activities and attempts, without obligation, to arrange schedules so as to allow the equivalent of one day away from campus during the regular five-day week of the faculty member's contract period. However, it is important to emphasize that engagement in outside professional activities by a faculty member does not imply a reduction in his or her University workload.

Judgments concerning faculty performance, whether they be related to over- or under-involvement in outside professional activities, or to any other cause, are part of the usual merit evaluation system and are best handled in that manner. However, certain guidelines and absolute limitations must be stated in order to handle the few cases in which these activities may become excessive, to avoid conflicts of interest, and (perhaps most importantly) to provide faculty with guidance in these matters.

A. Time Limitations on Compensated Outside Activities

The amount of time spent on compensated outside professional activities must not exceed the equivalent of one day (e.g., two half-days) during the usual five-day week of the faculty member's contract period. Some averaging over the academic year is possible, but in any event these activities should not conflict or interfere with the faculty member's schedule of assignments and responsibilities at the University.

B. Conflicts of Interest

The main safeguards in avoiding conflicts of interest are the high ethical standards which each faculty member imposes on himself or herself. However, in certain situations judgments may differ and individuals may inadvertently place themselves in situations where potential conflicts exist. Certainly, faculty members should not engage in outside professional activities which conflict with the proper discharge of University responsibilities. Nor should a faculty member make direct use of the University's name, seal, facilities, personnel, equipment, or confidential and/or proprietary information without prior approval and/or agreement to reimburse the University.

Under certain circumstances, potential for conflict may exist, e.g., a faculty member who teaches a course (other than a short course or seminar) at another institution during his or her academic year contract period, or a faculty member who owns or operates a substantial business which engages in professional activities. In those, or other situations in which the potential for conflict exists, it is the responsibility of the faculty member to report these activities to his or her Dean and Department Chair. Should questions concerning the suitability of certain outside activities arise, it is the responsibility of the Dean and Department Chair to discuss these issues with the faculty member involved.

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[1] Adopted by the Faculty Senate, June 11, 1984. Approved by the President, October 5, 1984. The preamble and sections A and C of this policy apply only to Teaching Faculty (2.1-2.4). Section B refers to all University employees. See also the detailed policy on Conflict of Commitment and Interest.

C. Nature of the Outside Professional Activities[2]

Because there is so much variation in the types of outside professional activities, the following is intended to provide faculty with general guidance; each College or Department may have more specific guidelines.

Ideally, the professional level of those activities should be sufficiently high that it is worthy of recognition during the faculty member's merit evaluation as well as making a significant contribution to his or her ongoing professional development. It is clear that any engagement in outside professional activities involves a personal judgment between gains and losses and the decision can be a difficult one. For example, any time which is spent on consulting might be said to detract from the time that one could spend in direct service to the University. However, the implication of abstaining from consulting could be to isolate the faculty member from developments in his or her field and, hence, in the long term, to make him or her less effective in those services provided to the University. In any event, should a faculty member have doubts concerning the advisability of undertaking certain outside professional activities, he or she is strongly encouraged to seek the advice of his or her Dean and Department Chair.

[2] See also Conflict of Commitment and Interest.

TUTORING BY FACULTY FOR FEES[1]

No faculty member or teaching assistant may tutor for fees in any discipline in which he or she is teaching.

This practice is prohibited because it interferes with the goal of encouraging students to consult with teachers about their work and because the student's tuition payment entitles him or her to reasonable instructional assistance free from additional personal fees. Any exception to this rule must be made, in writing, by the Dean of the College concerned.

[1] This policy applies to all teaching personnel.

RETIREMENT

1. Time of Retirement

There is no mandatory retirement age for employees of Northeastern University. Faculty members considering retirement should consult with their deans with respect to transition options and planning.

2. Reemployment of a Retired Tenured Faculty Member[1]

By special authorization of the President, any retired and formerly tenured faculty member may be reemployed for definite periods of time not to exceed one year each. Contributions to the retirement plan for such faculty member will not be continued during such periods of reemployment.

3. Emeritus Status[2]

All tenured faculty members shall be granted *emeritus* recognition upon retirement from the University.

Persons who were tenured faculty members and had a combination of administrative and teaching responsibilities while in service at the University may, upon retirement, with the approval of the President, have the designation *emeritus* added to their senior administrative title. On a case-by-case basis to be decided by the President, other senior administrators may be considered for the *emeritus* designation.

[1] Promulgated by the Executive Council of the University, March, 1979, revised May 4, 1982.

[2] Promulgated by the Executive Council of the University, April 20, 1977. For a list of the benefits carried with emeritus status, consult Human Resources Management.

THE GENERAL UNIVERSITY FACULTY & BYLAWS

1. The General University Faculty

The general University faculty, comprising both the Teaching Faculty and other faculty, as defined below, is the senior faculty advisory body at Northeastern University, and is properly concerned with all matters affecting the welfare of the University. It makes available its aid and counsel to the President and Board of Trustees. Under ordinary circumstances, the faculty expresses its opinion through the various College faculties or through the Faculty Senate. There may be occasions, however, when it is necessary to convene a meeting of either the Teaching Faculty or the general University faculty to deal with matters that cannot effectively be delegated to a smaller group. Bylaws governing such meetings are given below.

2. Bylaws Defining the General University Faculty

a. Membership

The members of the general University faculty comprise two voting groups, the Teaching Faculty and the Other Voting Faculty, and one non-voting group, the Nonvoting Faculty. These three groups are defined as follows:

1) *The Teaching Faculty* consist of:

a) Regular, full-time teaching and/or research personnel with the academic ranks of, Assistant Professor, Associate Professor, or Professor;[1]
b) Academic Deans of the Colleges;
c) Associate Deans and other administrators who hold academic appointments with the ranks of Instructor through Professor in the Deans' offices of the Colleges, the College of Professional Studies, and the professional and graduate schools.

2) *Other Voting Faculty* consist of:

a) The President, the Provost, Vice Provosts, and Associate Provosts;

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[1] This group comprises those in categories 2.1-2.4 of the University Personnel Classification System:
2.1 Professor
2.2 Associate Professor
2.3 Assistant Professor
2.4 Instructor (may not be used without explicit permission of the Provost)
(with suffixes R = Regular, probationary faculty or T = Tenured faculty).
It is to these individuals that the policies, procedures, responsibilities and benefits reserved to full-time regular (tenured and probationary) faculty in this *Faculty Handbook* and in the *Academic Operations Manual* apply.

This group does not include those with the Group Letter Suffixes A (Adjunct Faculty), E (Emeritus), L (Clinical Faculty), M (Military Science Faculty), P (Part-Time Faculty), V (Visiting), or those in the groups:
2.5 Scientist or Scholar
2.6 Part-time Lecturer (only in College of Professional Studies, Graduate Engineering)
2.7 Academic or Clinical Specialist holding the ranks of Assistant Academic/Clinical Specialist, Associate Academic/Clinical Specialist, and Senior Academic/Clinical Specialist
2.8 Lecturer (2.8F = full-time, 2.8P = part-time, 2.8B = benefits-eligible)
2.9 Cooperative Education Coordinator holding the ranks of Assistant Cooperative Education Coordinator, Associate Cooperative Education Coordinator, or Senior Cooperative Education Coordinator.

b) The Chancellor, Presidents Emeriti, and Vice Presidents (not included under 2.a.1 above);
c) Deans, Associate Deans, Assistant Deans and other administrators (not included under 2.a.1 above);
d) Directors, Associate and Assistant Directors, Coordinators and Managers of principal administrative offices and departments;
e) Professional Counselors, Coaches and full-time professional-level staff of academic units and of academic support departments;
f) University Registrar, Associate and Assistant Registrars and the Director of Scheduling (who are not included in 2.a.1 above);
g) Academic program directors (not included under 2.a.1 above)
h) The Chair of the Department of Military Science;
i) Cooperative Education Assistant, Associate, or Senior Coordinators;
j) Research Associates and other Research Scientists and Scholars with full-time appointments;[2]
k) Research Institute or Center Directors, Associate Directors, and Assistant Directors (not included under 2.a.1 above);
l) Assistant, Associate, or Senior Clinical or Academic Specialists.[3]

3) *Nonvoting Faculty* consist of:

a) Members of the Department of Military Science, with or without professional rank, and Reserve Officers' Training Corps Staff, consisting of commissioned and noncommissioned officers of the Department of Military Science loaned to the University by the Department of the Army, or other Military Services, whose primary responsibilities are at Northeastern.
b) Temporary faculty (teachers with appointments for less than two semesters of the year; such appointments are generally made in the rank of Instructor or Lecturer);
c) Persons who are appointed to carry less than a full load in teaching, research, or administration, whether for part or all of the academic year;
d) Lecturers;[4]
e) Adjunct Professors;[5]
f) Clinical Instructors, Clinical Assistant Professors, Clinical Associate Professors, and Clinical Professors;[6]
g) Graduate students at Northeastern University who hold regular appointments as Stipended Graduate Assistants.

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[2] Research Associate, Senior Research Associate, Post Doctoral Research Fellows, Staff Scientist, Assistant Research Scientist, Associate Research Scientist, Scientist, Senior Research Scientist, and Principal Research Scientist (and parallel Research Scholar positions) are full-time professional staff employed by the University to perform research.

[3] See Clinical or Academic Specialists.

[4] Personnel classifications 2.5 and 2.8.

[5] Adjunct defined as a category of academic staff with the academic rank signifying that the appointee, because of special talents or expertise has a special, normally part-time relationship with the University. Adjunct Professors participate in privileges and responsibilities of the academic community except those (such as tenure or the voting of degrees) reserved specifically to full-time Teaching Faculty.

[6] Clinical appointments will normally be limited to practitioners who are assigned regular and continuing responsibilities in the clinical laboratory, or other experiential settings. Clinical appointments will normally be given to participants in institutions with a formal affiliate relationship to one or more of our regular academic programs though persons supervising students in such degree-related activities inside the University may also receive them. Appointments will be made without the privilege of vote on faculty matters and will be at a rank consistent with the academic and professional achievements of the individual appointee. Appointments will be made by the Provost upon recommendation of the Dean of the college, school, or division responsible for the program for which the appointment is made.

The body comprising the *Teaching Faculty* and the *other voting faculty* shall be referred to as the general voting faculty. Titles may be added to the list of *other voting faculty* upon the concurrence of the President, the Provost and the Senate Agenda Committee. Titles may be added to, or deleted from, the list of *nonvoting faculty* at the discretion of the President.

b. Conduct of Meetings

1) Convening a Meeting

A meeting of either the Teaching Faculty or the general University faculty may be called at the initiative of:

a) The President or the Provost;

b) Fifty percent of the membership of the Faculty Senate; or

c) Twenty-five percent of the members of the relevant body through a signed petition in which the proposed agenda has been specified.

A meeting called under option a) will be convened and chaired by the caller of the meeting. A meeting called under either of the other two options will be convened and chaired by the Chair of the Senate Agenda Committee.

2) Agenda

The agenda for a meeting will be established by the party who called the meeting. Once a meeting has been convened, the agenda may be modified by a two-thirds vote of the voting members of the appropriate body who are present. The agenda and related documents will be distributed to the members at least two weeks prior to the meeting, unless emergency circumstances make this impossible. In any event, the announcement of a meeting will be accompanied by the agenda of the meeting.

3) Quorum

A quorum to conduct business will consist of 50 percent of the voting members of the appropriate body. In the absence of a quorum, one-third of the voting membership may recess by majority vote in order to seek a quorum. If a quorum is not present after two consecutive recesses, the meeting will be considered adjourned.

4) Conduct

Robert's Rules of Order (*Revised* or *Newly Revised*) will be the parliamentary guide, unless it conflicts with these bylaws. The Chair will appoint a parliamentarian for the meeting.

5) Attendance and Participation

Any member of the general University faculty may normally attend meetings of either the Teaching Faculty or the general University faculty. In order to facilitate the conduct of the meeting, those who will not vote at the meeting will be asked to sit in a designated area. Further, nonvoting members may be afforded the right to speak at a meeting by a majority vote of the members of the appropriate body.

This right may be withdrawn by majority vote of the voting members. A motion to confer or withdraw speaking privileges will be subject to limited debate with no more than three people speaking for the motion and no more than three speaking against the motion. These procedural motions shall always be in order. When the participation privilege has been voted, the floor may be granted to a nonvoting member by the Chair or by a voting member who yields his or her position.

The voting members of the appropriate body at any meeting may go into, or out of, executive session at any time by a majority vote of the voting members present. When in the executive session, only voting members of the appropriate body and persons invited by the Chair may be present. A motion to move into executive session is always in order, and is nondebatable.

Motions at a meeting may be initiated only by voting members of the appropriate body.

6) Visitors

A visitor is anyone who is not a member of the general University faculty. Visitors are not normally permitted to attend or to participate in faculty meetings. However, designated groups of visitors may be admitted to a particular meeting, as spectators, by a two-thirds vote of the voting members present.

Visitors, once present, may be asked to leave by a majority vote of the voting members present. A motion to admit or expel visitors will be subject to limited debate, with no more than two members arguing for, and two members against, the motion. The Chair may invite persons required by the business of the meeting. Such persons might be invited because of their expertise (e.g., a parliamentarian or a lawyer), or because of the service they will render (e.g., a stenographer), nor will the proceedings be broadcast outside of the meeting room.

7) Identification of Speakers

Each speaker will identify himself or herself by name and title.

8) Minutes

Minutes will be kept by a secretary appointed by the Chair, and will be distributed to all members of the appropriate body within seven calendar days.

c. Revisions to Bylaws

Proposed changes to the bylaws may originate in the Faculty Senate by a vote of 60 percent of its membership, or by petition of 25 percent of the general voting faculty. Proposed changes must be distributed to the members of the general voting faculty at least two weeks before they are to be acted upon.

Revisions of the bylaws will be ratified by approval of two-thirds of those members of the general voting faculty casting ballots in a mail balloting process supervised by the Faculty Senate. Ballots for consideration of bylaw changes will be cast following College Faculty Meetings.

CLINICAL OR ACADEMIC SPECIALISTS

Clinical or Academic Specialist (2.7) is a title conferred on individuals who have special skills, education and/or work experience which qualify them to fulfill highly specialized teaching and/or supervisory roles in a particular academic unit. Neither Clinical nor Academic Specialists are eligible for tenure. They are given term appointments which may be renewed depending upon the quality of job performance, University need and available funding. Clinical and Academic Specialists are employed in and may seek promotion to one of the following ranks: Assistant Clinical or Academic Specialist; Associate Clinical or Academic Specialist; or Senior Clinical or Academic Specialist. The specialist's maintenance of professional qualification (where applicable) and quality of performance are the major factors in annual evaluation and retention decisions. The Specialist's quality and level of performance and length of service are the major factors in promotion considerations.

NON-TENURE-TRACK FULL TIME LECTURERS[1]

Rank, Title and Status (2.8)

Full-time, non-tenure-track lecturers are appointed to the rank (Lecturer; Senior Lecturer; Principal Lecturer) commensurate with their experience and credentials.

All faculty appointments in these ranks are non-tenure-track, and service in them may not be applied towards tenure consideration at Northeastern under any circumstances. Non-tenure-track faculty appointments may not be used to extend the probationary period of a tenure-track faculty member.

Rights and Responsibilities

Faculty members in the Lecturer ranks are primarily responsible for credit-bearing, course-based instruction. The specific responsibilities of individual faculty members in these ranks are conveyed in the faculty member's appointment and reappointment letters.

Lecturers are responsible for meeting the same performance expectations in the areas of teaching and service, as appropriate to their assignments, as those that apply to tenure-line faculty. In fulfilling their responsibilities, they enjoy the protections of academic freedom and are governed by Northeastern's Conflict of Commitment and Interest policy.[2]

Faculty members in these ranks are eligible to participate in faculty governance as determined by the procedures of their unit and college and according to the Bylaws of the Faculty Senate.

Appointments, Terms, and Reappointments

Full-time Lecturer appointments are made by the dean on the basis of the recommendation of the unit. Full-time Lecturers must have earned a doctorate or equivalent terminal degree in the field in which they seek appointment; exceptions may only be granted with prior approval of the Provost. Initial faculty appointments at the Lecturer rank are made for a period of one year; Initial appointments of up to five years may be extended at the Senior Lecturer and Principal Lecturer ranks.

Faculty appointments in these classifications are renewable, contingent upon several factors in the sole discretion of the University, including satisfactory performance and unit and University need. Renewals of appointments at the ranks of Senior Lecturer or Principal Lecturer may be for a period of up to five years.

No non-tenure-track faculty appointment, reappointment or promotion carries a guarantee of future re-appointments or promotions. All appointments and reappointments are contingent upon maintaining the appropriate visa status and work authorization.

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[1] Passed by the Faculty Senate 30 January 2013; approved with amendment in note 2 below by the Provost 12 March 2013 and by the Board of Trustees 7 June 2013.
[2] Conflict of Commitment and Interest added with Senate agreement on 13 February 2013.

Notice of Non-reappointment

Non-reappointment of a faculty member in the Lecturer ranks may be based on several factors in the sole discretion of the University, including but not limited to insufficient funding or lack of need; unsatisfactory performance; or for cause. Northeastern will make reasonable efforts to provide faculty members with written notice of the University's intent not to renew within the following guidelines: three months' notice for one- and two-year appointments, and six months' notice for appointments of three years or more.

Annual Evaluation and Salary Determination

Full-time, non-tenure-track faculty members in these ranks will be evaluated annually and are eligible for raises on the basis of their performance in teaching, service and professional development, as appropriate to their specific work assignments.

Promotion

Faculty members in the ranks of Lecturer and Senior Lecturer may request consideration for promotion to the next faculty rank after completing at least three full years of service at the faculty member's current rank. The candidacy shall be considered, in turn as specified by the established procedures of the unit, by the unit promotion committee, the unit head, the dean and the Provost.

The candidate shall prepare and submit to the promotion committee a promotion portfolio. The portfolio shall include, at minimum, the candidate's most recent CV; copies of annual evaluations; a summary of teaching assignments and teaching evaluations; and evidence of effectiveness in any other requirements of the position.

Denial of promotion does not preclude reappointment at the current faculty rank, nor does it preclude reconsideration for promotion at a later date. A faculty member may not be reconsidered for promotion until two years after the previous unsuccessful promotion consideration.

Units employing faculty members in these ranks shall develop procedures for promotion consideration consistent with the *Faculty Handbook.* These procedures must have the approval of the dean and the Provost prior to their implementation.

Eligibility for Leaves of Absence

Full-time Lecturers are eligible for leave under the terms of the Family and Medical Leave Act. In addition, faculty members in these ranks may, with the approval of the dean, take a personal or professional leave of absence of up to one year, if the leave is unpaid or if any continuing compensation during the leave period is provided by external funds. Faculty members in these ranks are not eligible for University-funded sabbatical leaves.

Grievance procedure

Faculty appointed in these ranks may pursue grievances under the Grievance Procedure for Academic or Clinical Specialists and Full-Time Lecturers.

Dismissal

Dismissal of a full-time Lecturer before the end of an appointment period may occur for cause. Incompetence in the faculty member's professional capacity; neglect of duty; repeated and/or willful disregard of the rules of the University or of academic freedom; physical or mental incapacity; or any other conduct of a character seriously prejudicial to a faculty member's teaching or research or to the welfare of the University, its faculty, staff or students may each constitute cause for dismissal.

Dismissal for cause will normally be preceded by written notice of the performance concerns or other issues which form the basis for the dismissal, an opportunity to address these concerns, and/or prior disciplinary action. However, in an unusually sudden or serious case, a faculty member may be dismissed without prior notice.

When reason arises to consider whether cause exists to dismiss a faculty member before the end of an appointment period, the faculty member's dean shall first invite the faculty member to discuss the issue and work towards a resolution. If the dean, following discussion with the faculty member, believes there is probably cause for dismissal, he/she shall formulate a preliminary statement of charges and evidence, a copy of which shall be given to the faculty member who shall have the opportunity to comment.

If, following the faculty member's opportunity to comment, the dean believes that there is good cause to proceed further, he/she shall convene a hearing committee of three faculty members, at least one of whom shall be a full-time, non-tenure-track faculty member, to be chosen by the Senate Agenda Committee after consultation with the Provost. The committee shall meet with the faculty member, the dean, and other parties the committee believes may have knowledge relevant to the charges. If the charges against the faculty member include professional incompetence, the hearing committee shall meet with other faculty members qualified to address the issue. During the committee's proceedings the faculty member may elect to be accompanied by a faculty advisor of his or her own choice. The faculty advisor must be a full-time member of the Northeastern University community. As this is a personnel matter, the hearing committee process shall be closed. Only the dean, the faculty member, the faculty advisor, and the witnesses shall be entitled to attend. The hearing shall be confidential and no committee member or attendee shall be permitted to divulge the content of the proceedings.

The faculty member and the dean shall be afforded reasonable opportunity to obtain necessary witnesses and documentary or other evidence. Both the faculty member and the dean have the right to confront and cross-examine all witnesses. All decisions and recommendations of the committee, both substantive and procedural, will be made by majority vote of the committee members. With respect to other procedural matters, the hearing committee may establish its own rules so long as they are consistent with the rules noted herein.

The hearing committee shall conclude its gathering of evidence concerning the dismissal charges within 30 days of beginning hearings and shall render its recommendation in writing to the dean and the faculty member within 14 days of the conclusion of hearings. If the hearing committee recommends dismissal, the dean shall allow the faculty member 10 business days to respond before forwarding the recommendation and any response to the Provost. If the hearing committee recommends against dismissal, the dean may append a response before forwarding the recommendation, within 10 business days, to the Provost. The Provost's decision will be final and will be communicated to the faculty member, the dean and the chair of the hearing committee. If the Provost's decision differs from the recommendation of the hearing committee,

s/he will provide a rationale. As this process constitutes a personnel decision, all those individuals authorized to receive the final decision shall maintain the confidentiality of the process and shall not divulge the decision or the rationale, if any, to anyone else, either within or outside of the University.

PROFESSOR OF THE PRACTICE[1]

Rank, Title and Status

Appointment as "Professor of the Practice" may be offered by the University to a limited number of eminently qualified creative, business, entrepreneurial, law, or other professionals who are recognized by peers as having made significant contributions to fields and disciplines important to Northeastern University programs. Because of the eminent stature of individuals offered these positions, this title has only two ranks: *Professor of the Practice* and *Distinguished Professor of the Practice*.

Professor and Distinguished Professor of the Practice appointments are non-tenure-track, and service in these ranks may not be applied towards tenure consideration at Northeastern under any circumstances.

For communications purposes, holders of such appointments may be referred to as "Professor [or Distinguished Professor] of the Practice of X," where X is an academic discipline or specialty.

Rights and Responsibilities

A Professor of the Practice makes a continuing commitment to both teaching and academic service and may maintain his or her professional activities outside of the university as long as these activities do not conflict with the duties of his or her academic appointment. Professors of the Practice may be appointed at any fraction of a full-time appointment. Professors of the Practice in benefits-eligible appointments are governed by Northeastern's Conflict of Commitment and Interest policy; all Professors of the Practice, whatever the status of their appointment, must disclose, and cooperate fully with University officials in managing, potential conflicts of interest.

The specific responsibilities and expectations of each Professor of the Practice position, including expectations or agreements concerning continued outside professional activity, will be approved by the dean of the hiring unit and itemized in the faculty member's letter of appointment. At the discretion of the dean and with the approval of the Senior Vice Provost for Research and Graduate Education, a Professor of the Practice may be considered a "Principal Investigator" for the purpose of submitting grants proposals through Northeastern, and may support some or all of his or her salary through external funding.

[1] Passed by the Faculty Senate 30 January 2013; approved by the Provost 12 March 2013 and by the Board of Trustees 7 June 2013.

Professors of the Practice enjoy the protections of academic freedom and are governed by the Performance Expectations relevant to their specific duties, including adherence to University policies and professional standards of conduct in the course of their fulfilling their teaching, research and service obligations.

Appointments, Terms, and Reappointments

Faculty appointments as Professor or Distinguished Professor of the Practice are made by the dean with the approval of the Provost, following consultation with the faculty in the professor's unit(s) of appointment. Faculty members are appointed to these ranks on the basis of outstanding and sustained professional accomplishment, which may or may not include possession of an earned terminal degree.

Professors of the Practice will be appointed for a minimum of one semester or quarter and a maximum of five academic years, to be stipulated in the appointment letter, and the appointment may be renewed for a period of up to five years, to be stipulated in the new appointment letter at the discretion of the dean and with the concurrence of the faculty of the unit(s) and the Provost. A faculty member initially appointed at the rank of Professor of the Practice may, at the discretion of the dean and with the agreement of the Provost, be reappointed at the rank of Distinguished Professor of the Practice.

All appointments and reappointments are contingent upon documentation of U.S. citizenship or upon maintaining the appropriate visa status and work authorization.

Notice of Non Reappointment

No appointment as Professor or Distinguished Professor of the Practice carries a guarantee of future reappointments. Non-reappointment of a Professor or Distinguished Professor of the Practice is discretionary, based upon the dean's assessment of need and the ability of the individual to advance the interests of the college and the University. Northeastern will make reasonable efforts to provide three month's written notice of the University's intent not to renew a Professor of the Practice appointment.

Annual Evaluation and Salary Determination

Professors of the Practice will be evaluated annually and are eligible for raises on the basis of their performance of the duties set out in their letters of appointment as part of the unit's usual merit review process.

Eligibility for Leaves of Absence

Professors of the Practice in benefits-eligible appointments are eligible for leave under the terms of the Family and Medical Leave Act. Faculty members in these ranks may, with the approval of the dean, take a personal or professional leave of absence of up to one year, if the leave is unpaid or if any continuing compensation during the leave period is provided by external funds. Professors of the Practice are not eligible for University-funded sabbatical leaves.

Dismissal

Dismissal of a Professor of the Practice before the end of an appointment period may occur for cause. Incompetence in the faculty member's professional capacity; neglect of duty; repeated and/or willful disregard of the rules of the University or of academic freedom; physical or mental incapacity; or any other conduct of a character seriously prejudicial to a faculty member's teaching or research or to the welfare of the University, its faculty, staff or students may each constitute cause for dismissal.

Dismissal for cause will normally be preceded by written notice of the performance concerns or other issues which form the basis for the dismissal, an opportunity to address these concerns, and/or prior disciplinary action. However, in an unusually sudden or serious case, a faculty member may be dismissed without prior notice.

When reason arises to consider whether cause exists to dismiss a faculty member before the end of an appointment period, the faculty member's dean shall first invite the faculty member to discuss the issue and work towards a resolution. If the dean, following discussion with the faculty member, believes there is probably cause for dismissal, he/she shall formulate a preliminary statement of charges and evidence, a copy of which shall be given to the faculty member who shall have the opportunity to comment.

If, following the faculty member's opportunity to comment, the dean believes that there is good cause to proceed further, he/she shall convene a hearing committee of three faculty members to be chosen by the Senate Agenda Committee after consultation with the Provost. The committee shall meet with the faculty member, the dean, and other parties the committee believes may have knowledge relevant to the charges. If the charges against the faculty member include professional incompetence, the hearing committee shall meet with other faculty members qualified to address the issue. During the committee's proceedings the faculty member may elect to be accompanied by a faculty advisor of his or her own choice. The faculty advisor must be a full-time member of the Northeastern University community. As this is a personnel matter, the hearing committee process shall be closed. Only the dean, the faculty member, the faculty advisor, and the witnesses shall be entitled to attend. The hearing shall be confidential and no committee member or attendee shall be permitted to divulge the content of the proceedings.

The faculty member and the dean shall be afforded reasonable opportunity to obtain necessary witnesses and documentary or other evidence. Both the faculty member and the dean have the right to confront and cross-examine all witnesses. All decisions and recommendations of the committee, both substantive and procedural, will be made by majority vote of the committee members. With respect to other procedural matters, the hearing committee may establish its own rules so long as they are consistent with the rules noted herein.

The hearing committee shall conclude its gathering of evidence concerning the dismissal charges within 30 days of beginning hearings and shall render its recommendation in writing to the dean and the faculty member within 14 days of the conclusion of hearings. If the hearing committee recommends dismissal, the dean shall allow the faculty member 10 business days to respond before forwarding the recommendation and any response to the Provost. If the hearing

committee recommends against dismissal, the dean may append a response before forwarding the recommendation, within 10 business days, to the Provost. The Provost's decision will be final and will be communicated to the faculty member, the dean and the chair of the hearing committee. If the Provost's decision differs from the recommendation of the hearing committee, s/he will provide a rationale. As this process constitutes a personnel decision, all those individuals authorized to receive the final decision shall maintain the confidentiality of the process and shall not divulge the decision or the rationale, if any, to anyone else, either within or outside of the University.

NON-TENURE TRACK RESEARCH FACULTY[1]

1. Rank, Title and Status

Research faculty are appointed to the professorial rank (Assistant Professor, Associate Professor or Professor) commensurate with their experience and credentials. All research faculty appointments are non-tenure track, and may not be converted to tenure-track status. Appointments reside at the department (or equivalent "unit") level.

2. Source and Level of Compensation

All members of the research faculty must be funded for 100% of their compensation (including the cost of benefits and appropriate University overhead) through external funding sources. The level of compensation will be determined jointly by the dean, the department chairperson/director/group leader ("unit head") and the faculty member, and shall be consistent with applicable guidelines/limits of the funding organization and/or the specific grant/contract/award. Normally, research faculty salaries should be commensurate with salaries of tenure-track and tenured faculty of comparable rank in their discipline. Research faculty appointments may be renewed only if external funding continues.

3. Appointment and Term

Research faculty appointments are made by the Provost based on recommendations from the unit faculty and the dean. Every research faculty appointment/renewal must have the potential to further the University's research mission and advance the unit's and the University's current research goals. Research faculty must have earned a doctorate in the field in which they seek appointment or possess the equivalent terminal degree in their discipline. Initial Northeastern research faculty appointments at any level are made for a period of up to a maximum of three years or commensurate with the duration of the funding period, whichever is shorter. No research faculty appointment, reappointment or promotion carries a guarantee of future re-appointments or promotions. All appointments are also contingent upon maintaining the appropriate visa status and work authorization.

4. Responsibilities

Research faculty are responsible for establishing, conducting and managing original, independent research programs or other appropriate scholarly or artistic activities in their discipline at a high quality level commensurate with that which is expected of tenure-track or tenured faculty in their discipline at the same professorial rank. A research faculty member may supervise undergraduate, graduate and post-doctoral research. Research faculty may not be given regular teaching assignments. They may not be required to engage in University service activities.

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[1] Approved by the Faculty Senate April 8, 2004; by the President May 12, 2004; and by the Board of Trustees June 4, 2004.

Research faculty will be considered “Principal Investigators” for the purpose of submitting grants proposals through Northeastern. Consistent with applicable University policies and procedures, for the duration of all funded proposals, the University shall fulfill the space, personnel and other requirements outlined in the proposal and approved by the unit head and dean as necessary to fulfill the objectives of the grant.

Research faculty are not eligible for sabbatical, but may, with the approval of the Vice Provost for Research, take a leave of absence of up to one year, if the leave is unpaid or if any continuing compensation during the leave period is provided by external funds. Research faculty may participate in consulting activities only outside the University’s regular working hours.

5. Reappointment

Research faculty appointments are renewable, contingent upon several factors in the sole discretion of the University, including satisfactory performance, unit and University need, and continued external funding. Upon the recommendations of the unit head and dean, renewals of research faculty appointments at the Associate Professor or Professor level may be made for a period of up to three years, concurrent with the current expected duration of outside funding. Research faculty appointments may not be used to extend the probationary period of a tenure-track faculty member. All reappointments are also contingent upon maintaining the appropriate visa status and work authorization.

6. Provisional Funding/Leave of Absence

A research faculty member expecting new or renewed funding may seek a leave of absence, available for three months (and renewable for up to one year or two successive submissions of the grant proposal/renewal). These leaves are subject to approval of the dean and the Vice Provost for Research. Research faculty may self-fund (through overhead return or other non-University sources) a contingency account to provide limited support on a monthly basis for no more than one year during lapses in external funding.

7. Annual Evaluation and Merit Adjustments

Research faculty will be evaluated annually according to the same procedures utilized for tenured and tenure-track faculty in the unit. However, the evaluation of research faculty shall be based only on an evaluation of their scholarship; it shall not be based on teaching and/or service. Evaluators will examine the research faculty member’s ability to secure/sustain external funding, and assess his/her potential for continued independence, autonomy and excellence in research. Annual evaluations will be an important factor in evaluating whether a research faculty member will be considered for reappointment. Any merit salary adjustments based on favorable annual evaluations must be provided by external funds and the adjustment amount will be determined independent of the University raise pool.

8. Non-Reappointment

Non-reappointment of a research faculty member may be based on several factors in the sole discretion of the University, including but not limited to: elimination of the research position due to insufficient external funding or lack of need; unsatisfactory performance; or for cause.

Northeastern will make reasonable efforts to provide the research faculty member with written notice of the University's intent not to renew within the following guidelines: three months notice for one- and two-year appointments, and six months notice for three-year appointments. In circumstances in which it is not possible to satisfy these notice guidelines, the University will endeavor to give the research faculty member notice of the reappointment decision as early as possible.

9. Dismissal

Dismissal of a research faculty member before the end of an appointment period may occur for cause or elimination or reduction of external funding. Personal misconduct, neglect of duty, or unfitness in one's professional capacity as a researcher/scholar may each constitute cause for dismissal. Dismissal for cause will normally be preceded by written notice of the performance or other issue(s) which form the basis for the dismissal, an opportunity to address the concern(s), and/or prior disciplinary action. However, in an unusually sudden or serious case, a research faculty member may be dismissed without prior notice.

10. Promotion

Research faculty may request consideration for promotion to the next research faculty rank. The primary criterion for promotion of research faculty will be a superior level of professional achievement in scholarship. Key factors in the promotion consideration process may include, but are not limited to, the candidate's: scholarly contributions to the goals of the unit and the University; continued ability to obtain/sustain outside funding; and attainment of a national/international reputation in research.

A member of the research faculty may request to be considered for promotion after he/she has completed at last three full years of service at his/her current research faculty rank. The candidacy shall be considered, in turn, by the unit promotion committee (which shall include the unit head), the Dean and the Provost. The unit promotion committee shall obtain 3-5 external reviews of the candidate's scholarship from experts in the candidate's field.

The candidate shall prepare and submit to the promotion committee a research promotion portfolio. The portfolio shall include the candidate's updated CV; annual evaluations; copies of publications achieved since the candidate has held his/her current NU rank; a list of external funds received/pending since the candidate has held his/her current NU rank; and a list of no more than six suggested external reviewers. Denial of promotion does not preclude reappointment at the current research faculty rank, nor does it preclude reconsideration for promotion at a later date. A research faculty member

may not be reconsidered for promotion until two years after the original promotion consideration.

11. Benefits

Full-time research faculty are eligible to receive University benefits under the same terms and conditions as other full-time faculty and staff. The prevailing University fringe benefit rate is charged to the sponsored account that provides the research faculty member's salary. Any reduction in effort to less than full-time will impact the availability and contribution rates for benefits. Benefits-eligible research faculty will accrue vacation days at the rate which applies to administrative/professionals Grade 12 or higher.

12. Conversion to/from Tenure-track Status

Research faculty may not convert to tenure-track status. However, if the unit in which a research faculty member is employed is currently searching for a tenure-track faculty member, the research faculty member may apply. He/she may be considered for the tenure-track position under the same terms/conditions as all other applicants for the tenure-track appointment. If, at the conclusion of the search, the unit recommends offering the tenure-track appointment to the research faculty member, the unit must be able to demonstrate that it conducted a broad, national search which met all guidelines established by the Office of Affirmative Action and that the research faculty member was the best candidate for the tenure-track position. Under no circumstances will time spent as a research faculty member at Northeastern be credited toward the tenure-track probationary period.

In exceptional circumstances, and with the approval of the unit faculty and unit head, the dean and the Provost, a tenure-track faculty member who has completed fewer than four years of full-time tenure-track service at Northeastern, may convert to a research faculty appointment (at the same rank as his/her current tenure-track appointment). Under these circumstances the research faculty member may never be considered for tenure in the future.

13. Development of Unit Procedures Consistent with Research Faculty Policy

Prior to employing a research faculty member, faculty in the hiring unit shall develop merit and promotion procedures consistent with this policy. These procedures are subject to review and approval by the Provost before they are final.

THE COLLEGE FACULTIES

1. The several College faculties comprise faculty members who are primarily concerned with teaching and/or research in one of the instructional units listed in Section 2 below.[1]

   Cooperative Education faculty are assigned to the various college faculties according to their curricular responsibilities. College faculties are presided over by the Deans of the Colleges, and minutes of meetings are prepared and circulated to all concerned.

   Each College faculty has specific responsibility for the following matters, subject to review and approval by the President:

   a. The programs of study offered by the College;

   b. The entrance requirements of the College;

   c. The academic standards of the College;

   d. Recommending candidates for baccalaureate degrees in the College and for advanced degrees earned in the graduate programs;

   e. Approval of all educational programs offered in other divisions of the University such as the College of Professional Studies which are related to the subject-matter field of the College.

2. The Colleges are the academic units with full-time faculty and degree-granting authority as follows:

   a. The College of Arts, Media and Design

   b. The College of Business Administration

   c. The College of Computer and Information Science

   d. The College of Engineering

   e. The Bouvé College of Health Sciences

   f. The College of Science

   g. The College of Social Sciences and Humanities

   h. The School of Law.

[1] Except for the Department of Military Science (ROTC) which is an independent department of the University responsible for its own administrative functions. The staff is assigned by the Department of the Army, subject to University approval. The Department operates within the framework of policies and procedures established by the University and within the guidelines established by Army regulations. Individual courses are open to all students, while those students who desire to participate in the full program must meet established qualifications. The courses are presented concurrent with, and in conjunction with, the student's normal academic schedule. Air Force and Navy ROTC Programs are offered to Northeastern students on the Boston University campus.

3. Although instructional departments are assigned for administrative convenience to one of the colleges, each instructional department is responsible for offering the courses in its field that may be needed by students in any of the colleges.

4. The college faculties may adopt rules and regulations for their own operation not inconsistent with the bylaws of the University, the faculty bylaws set forth herein, and policies established by the Board of Trustees, the President, the Provost, and the Faculty Senate.

PROCEDURAL GUIDELINES IN THE APPOINTMENT OF UNIVERSITY ADMINISTRATORS[1]

1. Selection of Key Academic Administrators

a. Formal selection committees will be constituted with the assistance of the Faculty Senate Agenda Committee when administrative vacancies develop in any of the following positions:

Provost
Academic Dean of a School or College of the University
Chair of an Academic Department in one of the Colleges[2]
Dean of University Libraries
Director, Division of Research Management
Director, Division of Academic Computing.

b. Upon expectation of a vacancy in one of the above-listed positions, the President or a Vice President acting as his or her representative, will, as soon as possible, meet with the Faculty Senate Agenda Committee to agree upon the most reasonable course to be followed in filling the vacant post. Normally, the Faculty Senate Agenda Committee will then create an *ad hoc* Faculty Selection Committee, composed as indicated in the guidelines below, to assist in the evaluation of candidates for the vacant position.

c. The *ad hoc* Faculty Selection Committee will meet with the President or his or her representative and receive specific information as to the kind of selection process to be undertaken. Usually one of the following three alternatives applies.

1) Conduct a broad search both inside and outside the University for the best candidates available within the financial guidelines indicated by the President. This process will normally be followed when a genuine budgeted vacancy exists.

2) In the absence of a budgeted vacancy, conduct a search for the best available internal candidate.

3) Make a candid evaluation of the qualifications and potential of a specific candidate who is being considered by the President, surveying opinions of other faculty members and contrasting the named candidate with any other internal candidates whom the committee feels should be considered.

In the cases of 1) and 2) above, the Committee will be expected to develop a list of candidates which, at the discretion of the Committee, may be ranked in order of preference. In 3) the Committee will report its evaluation of a single candidate.

d. The Selection Committee charged with seeking out candidates for an administrative vacancy will normally develop, within a period of two months, a list of potential candidates, drawing on suggestions from all sources, including the President of the institution. After screening, the most promising candidates will be interviewed

[1] Promulgated by the President May 19, 1973.
[2] Or equivalent position.

separately by the Committee, the President, and any other administrative officers directly concerned with the appointment.

e. Following the interviews, the Selection Committee will develop a final report presenting to the President a final list of recommended nominees. At its discretion, the committee may rank the nominees in order of preference.

f. The President will give careful consideration to the nominees proposed by the Committee and may, of course, also consider for appointment well-qualified candidates referred to him or her from other sources. After completing further negotiations with any preferred candidates relative to salary, responsibilities or other matters of common concern, the President will meet with the Selection Committee to discuss his or her final action.

g. After the President's decision has been made, the Selection Committee will issue a final report to the Senate summarizing its activities, and, if a general search was conducted, indicating whether or not the appointee selected was on the Committee's final list of nominees.

h. The Selection Committee will continue to function until a selection is made or until it is relieved by the Faculty Senate Agenda Committee.

2. Composition of Faculty Selection Committees[3]

a. For University-wide academic offices, and for newly created academic deanships, the Faculty Senate Agenda Committee should constitute an ad hoc Faculty Selection Committee usually comprising not more than nine persons. Two of these voting members shall be students, one an undergraduate nominated by the Student Government Association, the other a graduate student nominated by the Graduate and Professional Student Association.

b. With respect to vacancies which occur in the administrative staff in the existing colleges (including the Chairs of newly created departments) the Faculty Senate Agenda Committee should constitute a Selection Committee consisting of any four members of the College concerned, elected at large by the College faculty, and three additional members appointed by the Faculty Senate Agenda Committee of which one should be a senior faculty member from another college. No more than one member may be elected or appointed from one department until every department in the College has one representative. There shall be two additional nonvoting student members, one an undergraduate nominated by the Student Government Association, the other a graduate student nominated by the Graduate and Professional Student Association.

c. With respect to vacancies in the position of Chair in existing departments, the Faculty Senate Agenda Committee should constitute a Selection Committee of which, where practicable, at least one-half of the members should be elected by the faculty of the department concerned, and the remainder appointed by the Senate Agenda Committee as outlined in (2.b) above. Each Chair Selection Committee

[3] In conducting searches, all faculty members must comply with the University's affirmative action and equal opportunity policies and procedures.

shall develop appropriate mechanisms to assure meaningful student input regarding candidates. The committee shall inform the Senate Agenda Committee of the mechanism(s) it has established.

d. The Faculty Senate Agenda Committee should consult with the Provost before constituting any of the above-mentioned Selection Committees. In addition, close liaison with the Provost should be maintained throughout the period of Committee operation. Normally, the Provost will designate an additional nonvoting member of each Selection Committee to provide coordination, and make available budgetary and administrative support for the Committee's operations.

3. Other Administrative Positions

Selection of administrators for positions other than those listed above will usually not involve establishment of a formal Selection Committee, although in some instances this may be desirable. In instances where Selection Committees seem advantageous, they will be constituted by the President, and may include, in addition to faculty, other administrators, students, alumni or professional persons outside the University, according to the special circumstances in each case.

Appendix 5.c

Sample TRACE survey

Northeastern University

Course Information

Course Name: **Sample course**
Department: **Some department**
Responsible Faculty: **Husky Paws**

Note: Questions marked with * must be answered.

Course Questions

Survey Completion

1) All responses are completely anonymous, and participation in the evaluation process is expected. However, you are permitted to opt out of completing this questionnaire by selecting "Opt Out." *

I will participate
I choose not to participate

Save survey progress

GeneralThis application requires Javascript for basic features to work. Please enable Javascript in your browser.

2) The syllabus helped me to learn.

Strongly Agree Agree Neutral Disagree Strongly Disagree Not applicable

3) The textbook(s) helped me to learn.

Strongly Agree Agree Neutral Disagree Strongly Disagree Not applicable

4) The materials posted online, including Blackboard, helped me to learn.

Strongly Agree Agree Neutral Disagree Strongly Disagree Not applicable

5) The out-of-class assignments and fieldwork helped me to learn.

Strongly Agree Agree Neutral Disagree Strongly Disagree Not applicable

6) The lectures helped me to learn.

Strongly Agree Agree Neutral Disagree Strongly Disagree Not applicable

7) The in-class discussions and activities helped me to learn.

Strongly Agree Agree Neutral Disagree Strongly Disagree Not applicable

8) The classroom technology helped me to learn.

Strongly Agree Agree Neutral Disagree Strongly Disagree Not applicable

9) I found this course intellectually challenging.

Strongly Agree Agree Neutral Disagree Strongly Disagree Not applicable

Save survey progress

LearningThis application requires Javascript for basic features to work. Please enable Javascript in your browser.

10) I learned a lot in this course.

Strongly Agree Agree Neutral Disagree Strongly Disagree Not applicable

11) I learned to apply course concepts and principles.

Strongly Agree Agree Neutral Disagree Strongly Disagree Not applicable

12) I developed additional skills in expressing myself orally and in writing.

Strongly Agree Agree Neutral Disagree Strongly Disagree Not applicable

13) I learned to analyze and evaluate ideas, arguments, and points of view.

Strongly Agree Agree Neutral Disagree Strongly Disagree Not applicable

14) Please comment on the strengths of this course and/or ways to improve this course.

Save survey progress

Instructor Questions
Husky Paws

Instructor detail questions (Paws, Husky)This application requires Javascript for basic features to work. Please enable Javascript in your browser.

15) The instructor possessed the basic communications skills necessary to teach the course.

Strongly Agree Agree Neutral Disagree Strongly Disagree Not applicable

16) The instructor clearly communicated ideas and information.

Strongly Agree Agree Neutral Disagree Strongly Disagree Not applicable

17) The instructor clearly stated the objectives of the course.

Strongly Agree Agree Neutral Disagree Strongly Disagree Not applicable

18) The instructor covered what was stated in the course objectives and syllabus.

Strongly Agree Agree Neutral Disagree Strongly Disagree Not applicable

19) The instructor came to class prepared to teach.

Strongly Agree Agree Neutral Disagree Strongly Disagree Not applicable

20) The instructor used class time effectively.

Strongly Agree Agree Neutral Disagree Strongly Disagree Not applicable

21) The instructor provided sufficient feedback.

Strongly Agree Agree Neutral Disagree Strongly Disagree Not applicable

22) The instructor fairly evaluated my performance.

Strongly Agree Agree Neutral Disagree Strongly Disagree Not applicable

23) The instructor is someone I would recommend to other students.

Strongly Agree Agree Neutral Disagree Strongly Disagree Not applicable

24) The instructor treated students with respect.

Strongly Agree Agree Neutral Disagree Strongly Disagree Not applicable

25) The instructor acknowledged and took effective action when students did not understand the material.

Strongly Agree Agree Neutral Disagree Strongly Disagree Not applicable

26) The instructor was available to assist students outside of class

Strongly Agree Agree Neutral Disagree Strongly Disagree Not applicable

27) The instructor displayed enthusiasm for the course.

Strongly Agree Agree Neutral Disagree Strongly Disagree Not applicable

Save survey progress

Overall Assessment Paws, Husky)

28) What is your overall rating of this instructor's teaching effectiveness?

Almost Always Effective
Usually Effective
Sometimes Effective
Rarely Effective
Never Effective

29) Describe instructor's strengths, areas for improvement, and any additional comments.

Close Preview

Appendix 5.d

Project Name

Course: Course Title
Instructor: Instructor Name

Course Features
Please consider the following before ...

1- Course Features

You should consider only the **course** when answering the questions.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not Applicable
The syllabus helped me learn.						
The textbook(s) and readings helped me learn.						
The lectures helped me learn.						
Discussions with the instructor and other students helped me learn.						
Homework assignments and/or fieldwork helped me learn.						
The use of multimedia (audio and video) helped me learn.						
The length of the course (6 week, 12 week, or other) was appropriate for its content and format.						

2- The strongest feature(s) of this course was/were:

3- The best way(s) to increase learning in this course would be to:

4- Self-Evaluation of Learning

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not Applicable
I found this course intellectually challenging.						
I learned to apply course concepts and principles.						

I developed additional skills in expressing myself orally or in writing.						
I learned to analyze and evaluate ideas, arguments, and points-of-view.						
I learned a lot in this course.						

5- Online Course Features

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not Applicable
Course materials and instructions were posted each week.						
Discussion board interactions with the instructor and other students helped me learn.						
The online course format helped me learn.						

Instructor Features

6- Instructor Effectiveness

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not Applicable
Your instructor clearly communicated ideas and information.						
Your instructor clearly stated the objectives of the course.						
Your instructor covered what was stated in the course objectives and syllabus.						
Your instructor was well-prepared to teach.						
You instructor provided sufficient and timely feedback.						
Your instructor was proficient in the use of Blackboard.						
Your instructor fairly evaluated your performance.						
Your instructor is a teacher you would recommend to other students.						
Your instructor is an effective teacher.						

7- Your instructor's strength(s) as a teacher are:

8- Areas in which your instructor could improve as a teacher are:

9- Instructor - Student Relationships

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not Applicable
Your instructor treated students with respect.						
Your instructor was responsive to inquiries.						
Your instructor acknowledged and took effective action when students did not understand the material.						
Your instructor was enthusiastic about the course.						

10- Please comment on the relationship between the instructor and students in the course.

Appendix 5.e

Creating a Culture of Quality in Online Education: Northeastern University Online's Multipoint Approach to Quality Teaching and Learning

Revision: 1.0

Author(s): Charles Kilfoye

March, 2014

Introduction

Northeastern University Online (NU Online) provides design, development and delivery and support services for technology-mediated teaching and learning for graduate and undergraduate programs for schools and colleges at Northeastern University in Boston, Ma. In support of this mission, NU Online established a multipoint quality assurance program for supporting scalable and effective online teaching and learning anywhere at anytime. This multipoint framework promotes best practices for online teaching and learning and it has helped establish a college-wide culture of readiness and quality for the design and delivery of more than 60 online degree programs and thousands of hybrid and online course sections annually.

Overview of this model

Northeastern University Online's model is a proven, sequential approach to ensuring high quality online and instructor readiness and preparation in online courses and programs for higher education.

This multipoint process of 1) instructor training, 2) course readiness checks, 3) quality reviews, and 4) course evaluation, ensures that our instructors learn best practices and requirements for teaching online and demonstrate this mastery in the online courses they deliver to our students, as shown in Figure 1.

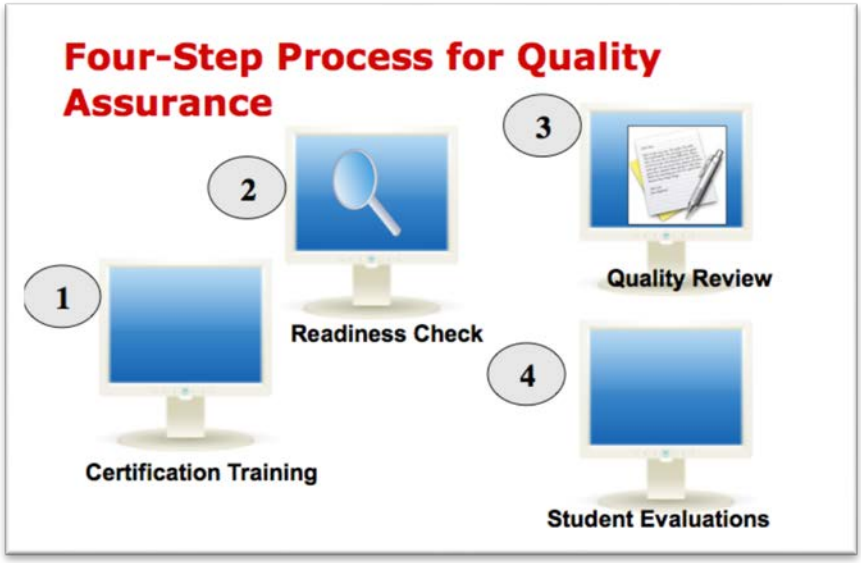


Figure 1 - NU Online Multipoint Quality Process

Northeastern University Online emphasizes mandatory, comprehensive online instructor training and a monitoring and support framework that thoroughly prepares faculty to teach online before they deliver their first online course for us.

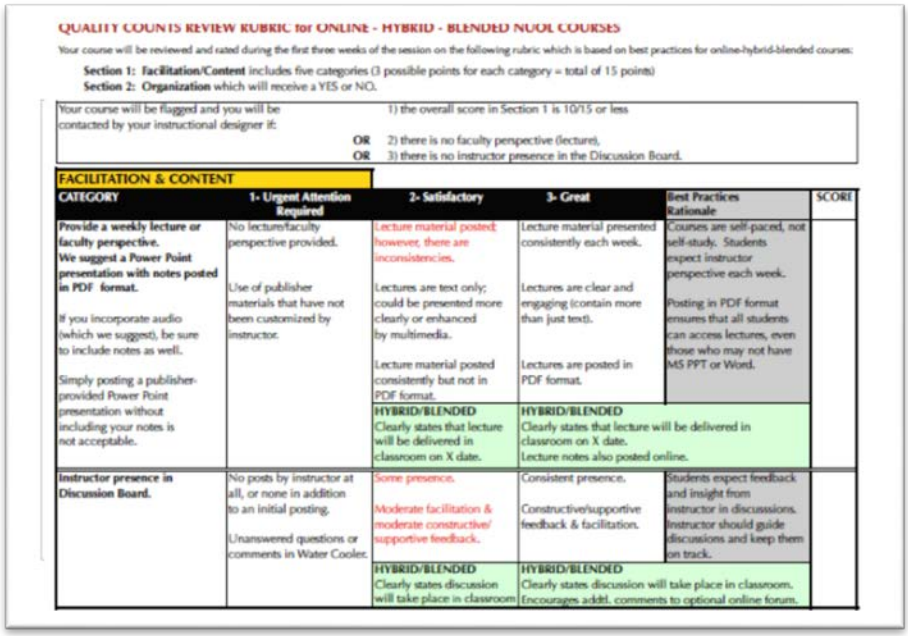
The ethos embedded in our approach is that we develop good online instructors, not just good online courses. We also follow-up our training and reviews with coaching and mentoring throughout the duration of our courses to ensure our instructors properly apply what they learned in training. And we involve our students in the evaluation process with formative and summative surveys on instructor performance and course effectiveness to ensure continuous improvement.

The Multipoint Framework in Detail

In 2005, Northeastern Online launched this process for developing and delivering online education that established a culture of quality and readiness for online courses unparalleled in higher education.

We currently support the design and delivery of more than 3500 hybrid and online course sections annually using this scalable and systematic approach to identify, monitor and maintain best practices and quality standards for all our online courses. This evidence-based approach for effective online learning includes the training and mentorship of faculty, scheduled course readiness checks and in-depth quality reporting based on rubrics, and formative and summative student surveys, each academic term, eight times per year.

All our readiness and quality monitoring and reporting is informed by current research and aligned with a series of rubrics as shown in Figure 2 to identify use evidence-based pedagogy in our online courses.



QUALITY COUNTS REVIEW RUBRIC for ONLINE - HYBRID - BLENDED NUOL COURSES

Your course will be reviewed and rated during the first three weeks of the session on the following rubric which is based on best practices for online-hybrid-blended courses:

Section 1: Facilitation/Content includes five categories (3 possible points for each category = total of 15 points)
Section 2: Organization which will receive a YES or NO.

Your course will be flagged and you will be contacted by your instructional designer if:	1) the overall score in Section 1 is 10/15 or less **OR** 2) there is no faculty perspective (lecture), **OR** 3) there is no instructor presence in the Discussion Board.

FACILITATION & CONTENT

CATEGORY	1- Urgent Attention Required	2- Satisfactory	3- Great	Best Practices Rationale	SCORE
Provide a weekly lecture or faculty perspective. We suggest a Power Point presentation with notes posted in PDF format. If you incorporate audio (which we suggest), be sure to include notes as well. Simply posting a publisher-provided Power Point presentation without including your notes is not acceptable.	No lecture/faculty perspective provided. Use of publisher materials that have not been customized by instructor.	Lecture material posted however, there are inconsistencies. Lectures are text only; could be presented more clearly or enhanced by multimedia. Lecture material posted consistently but not in PDF format.	Lecture material presented consistently each week. Lectures are clear and engaging (contain more than just text). Lectures are posted in PDF format.	Courses are self-paced, not self-study. Students expect instructor perspective each week. Posting in PDF format ensures that all students can access lectures, even those who may not have MS PPT or Word.	
		HYBRID/BLENDED Clearly states that lecture will be delivered in classroom on X date.	**HYBRID/BLENDED** Clearly states that lecture will be delivered in classroom on X date. Lecture notes also posted online.		
Instructor presence in Discussion Board.	No posts by instructor at all, or none in addition to an initial posting. Unanswered questions or comments in Water Cooler.	Some presence. Moderate facilitation & moderate constructive/ supportive feedback.	Consistent presence. Constructive/supportive feedback & facilitation.	Students expect feedback and insight from instructor in discussions. Instructor should guide discussions and keep them on track.	
		HYBRID/BLENDED Clearly states discussion will take place in classroom	**HYBRID/BLENDED** Clearly states discussion will take place in classroom. Encourages addtl. comments to optional online forum.		

Figure 2 - Sample of Rubric for Quality Review

This framework has evolved into what we refer to as the EASEE (economical, accessible, sustainable, efficient, effective) model for online design and delivery (Figure 3). In essence, this is a multipoint quality assurance program supported by an overarching framework of easy-to-use technology that serves as a blueprint to ensure efficiency, scalability, and quality in all our online programs.

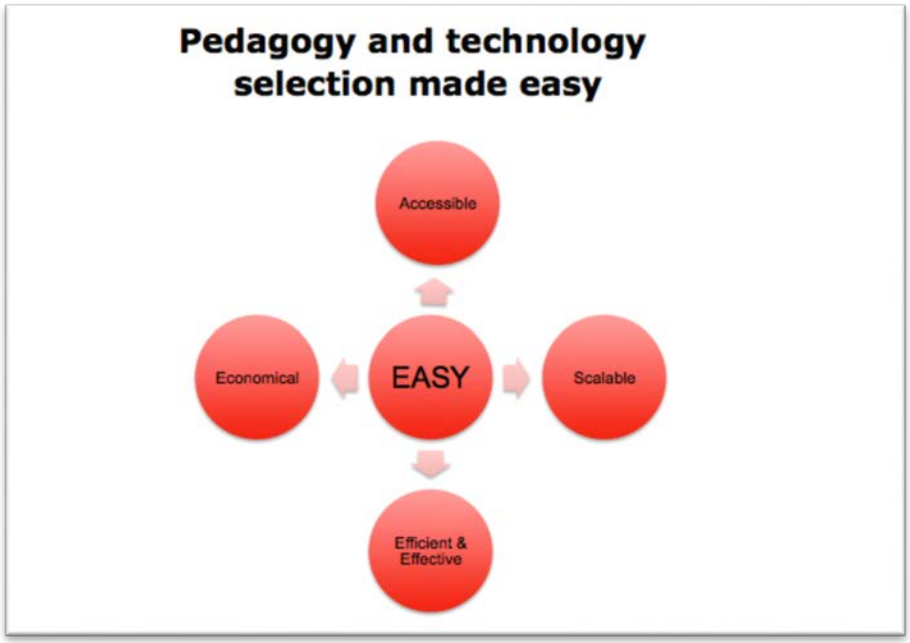


Figure 3 NU Online's EASEE Model

Advancing the practice of online education

The framework shown in Figure 4 covers all aspects of the design, delivery and support on 21st Century online education. This approach covers all the requirements for the development and delivery of high quality online courses and programs, including instructional services and support, faculty training and support, academic monitoring and supporting, full 7x24 technical support for faculty and students, and an array of enterprise-wide educational technology wrapped around a state-of-the art learning management platform.

This comprehensive approach for the design and delivery of online education enables us to properly support the maintenance and upgrading of strategic resources necessary to support the ongoing online delivery online education and it has also led to higher expectations from our online students and increased satisfaction with our online courses.

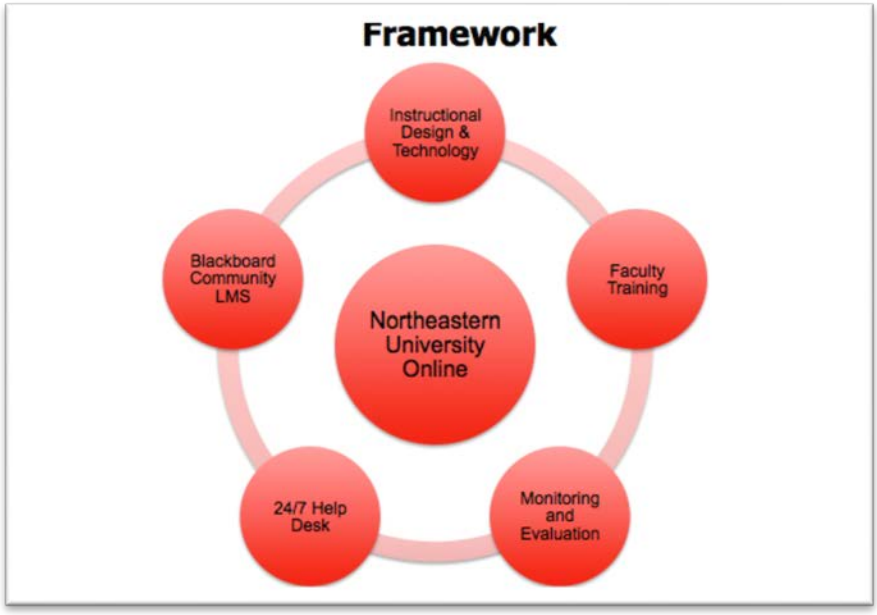


Figure 4 - High Quality Framework

By applying this systematic approach college-wide to our online design, delivery, facilitation and support , we are able to deliver online courses and programs that are easy to teach and easy to take for our faculty and students. As a result, this quality process has improved Northeastern University Online's brand and established us as a national leader in online teaching and learning.

The Multipoint Process

Northeastern Online's multipoint quality assurance program is sequenced into the following four parts: required instructor training, course readiness checks, quality reviews, and course evaluation. One element of our success is that we use the same technology to train our instructors that the instructors will be using in the courses they will teach on their own.

The Blackboard LMS is used to deliver our online courses and programs so we also use it to deliver the mandatory two-week facilitated asynchronous certification course to all prospective Northeastern Online faculty, as shown in **Figure 5**. This an immersive approach so our prospective instructors learn what it is like to be an online student before they teach an online class for us. We also use the same tools and technology in our training the instructors will use in their online classes, such as Camtasia Relay for online instructor perspectives and lecture delivery and Blackboard Collaborate asynchronous voice tools to provide podcasting, voice threads, and other multimedia engagements.

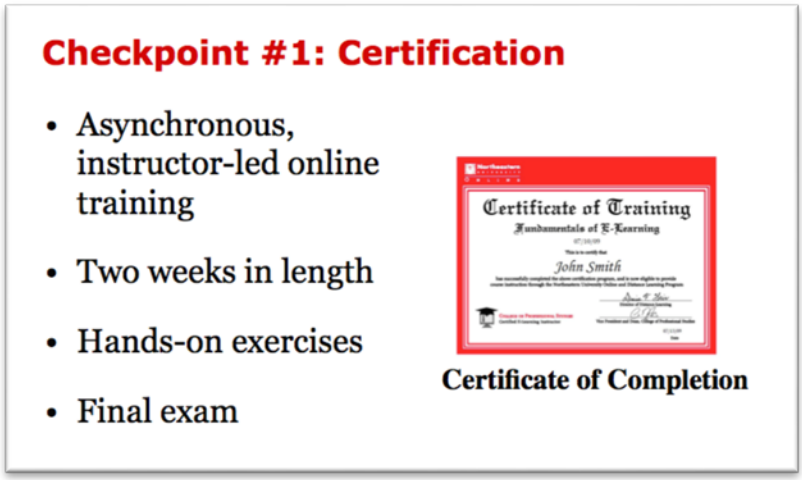


Figure 5- Mandatory Online Certification Training

Next, NU Online instructional designers check for course readiness at three points before start of the term, as shown in Figure 6. They review courses and log data in an electronic database. Reports are sent to program managers who encourage compliance with the 2x2 rule (2 weeks of class content posted in the LMS two weeks before the start of the term).

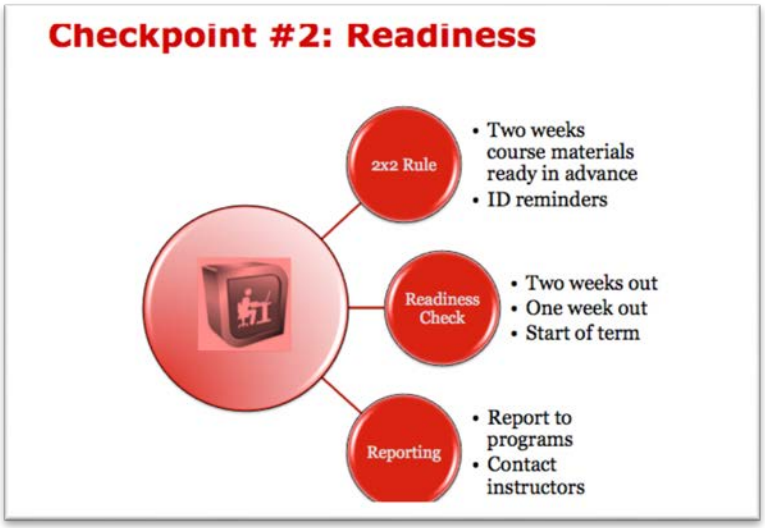


Figure 6 - Readiness Checks

Two to three weeks after the course has begun, instructional designers use the database to provide a "Quality Counts" review of selected courses and provide a report to faculty and program managers a shown in Figure 7. Courses are evaluated according to key best practices in online education. The report becomes a basis for dialog between faculty, program managers and instructional

designers who then support to faculty who wish to take their courses to a higher level of online education.

Figure 7 - Quality Review and Reporting

A system of rubrics focused on best practices for design and delivery are used to identify requirements and recommendations for online courses.

Finally, our students complete formative and summative evaluation to help in the monitoring and evaluation process, as shown in Figure 8.

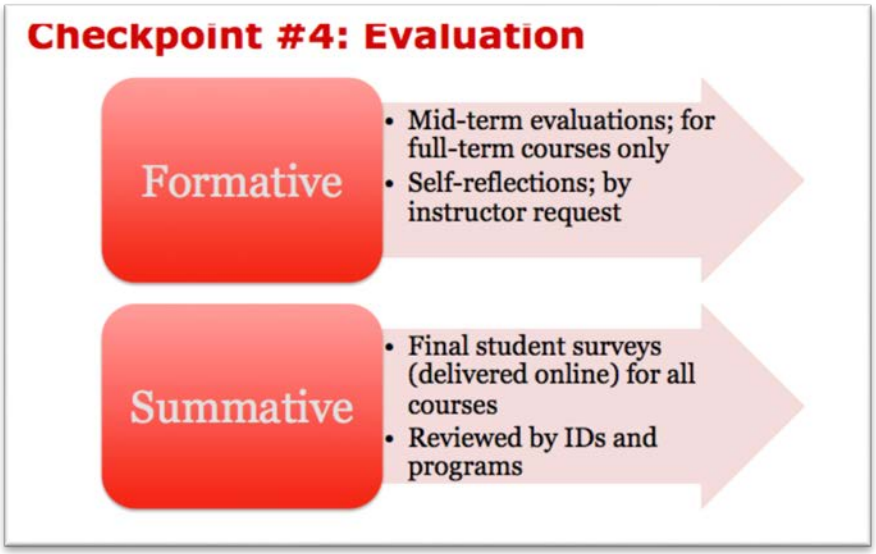


Figure 8 - Evaluation Surveys

Evidence-based and research-proven approaches...

Our multipoint approach to quality requires the use of evidence-based best practices for online teaching and learning by faculty. In other words, we emphasize

the use of pedagogical and technological approaches to online teaching and learning based on research-proven methodologies drawn from the instructional design theory and practices of M. David Merrill, Richard Clark, Ruth Colvin Clark, Richard E. Mayer, Susan Ko, Steve Rossen, among others. Key elements stressed in this pedagogical approach include the notions of instructor engagement, authentic learning, and student partnering in the teaching and learning. This approach requires the fundamental components of preparation, participation as shown in Figure 9 and communication to be embedded in all our courses.

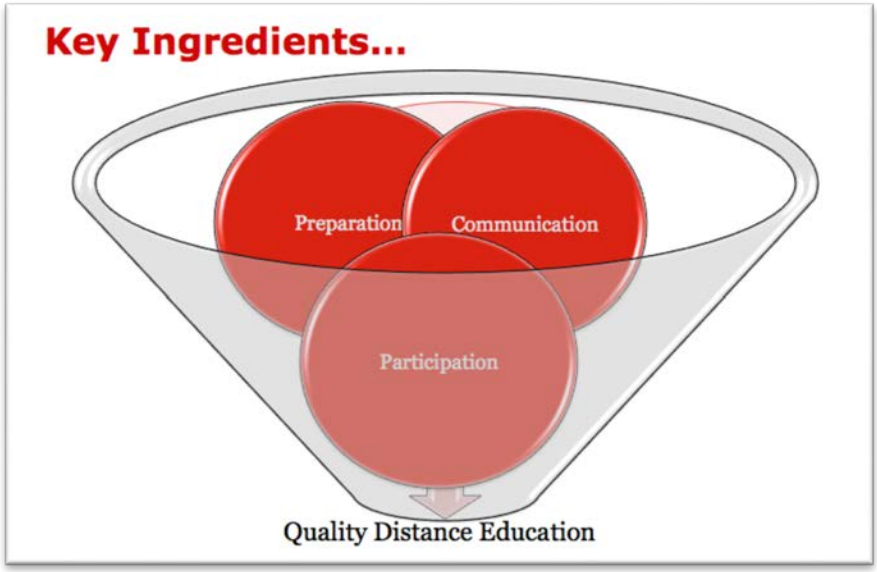


Figure 9 - Key Ingedients for Successful Online Education

This approach has evolved into an enterprise-wide pedagogical strategy that demonstrates proven effectiveness according to the literature and improved the quality, scale, sustainability, and efficiency of our online programs. Moreover, it has had a positive impact on student satisfaction and retention as evidenced by our significant and sustained enrollment growth. And this approach has also improved the accessibility and effectiveness of our online programs and greatly enhanced Northeastern University's brand in the education community as a high-quality, pedagogically-driven provide of online teaching and learning.

Evaluation & Monitoring of Technology Resources

Every 18 months NU Online undergoes an evaluation and assessment of our central learning management system and supporting educational technologies to ensure maintenance of our leadership position in online education and continuous improvement of our design and delivery technological framework. Additionally, NU Online management and staff are constantly evaluating and assessing the latest in educational technology and approaches for the design and delivery of online education based on the current research to ensure that we are promoting and supporting the recommended best practices and approaches identified by field's leading researchers.

Broader application of this model

Our innovative and comprehensive quality assurance model has been featured in presentations at a number of regional, national and international conferences including Sloan Consortium, American Association for Adult and Continuing Education (AAACE), Northeast Regional Computing Program (NERCOMP), among others. Every time we present on our model at conferences other institutions inquire about adapting it for their own schools. Because this model ensures quality in a proven easy, economical, sequential, and scalable manner, and it is informed by widely-available research and demonstrated best practices, other colleges and institutions can adopt it and apply it in part or whole to help improve quality for other online campuses.

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Appendix 5.f

Teaching Online: The Northeastern University Online Best Practices Guide

Northeastern University Online 2012

Table of Contents

Overview

Introduction

The Northeastern University Online Best Practices Guide is the primary resource for Northeastern University (NU) Online faculty & staff for quality assurance and the tools and resources needed for the design and delivery of compliant and effective course materials. The information provided in this guide is intended to help design and develop teaching and learning materials for online courses and programs according to Northeastern University Online's best practices model. Contact your instructional designer if you have additional questions.

Audience

The intended audience for this guide is full-time and adjunct faculty who are teaching courses in an online, hybrid, or blended format, but also includes:

- Instructional designers
- Editors
- Program managers
- Anyone else interested in applying the best practices and standards expected for an Northeastern University Online course

Objectives

This guide:

- Identifies clear guidelines for faculty and instructional designers to follow when designing, developing, and delivering online, hybrid, or blended courses.
- Describes best practices and standards for creating online courses.

What do we mean by best practices?

The term *best practices*, in the case of online learning, refers to strategies that are based on current evidence-based research providing effective course design and delivery and learning and teaching strategies.

Introduction to Online Learning

What Is Online Learning?

At Northeastern University Online, online learning, or distance learning, refers to the use of the Internet to deliver educational solutions to students remotely. It removes the limitations of time and location to deliver education to students anywhere and at any time.

Who is the typical online learner?

The typical online learner at Northeastern University Online is a working adult who needs the flexibility to access the course at a time of day that is convenient for him or her. This type of student is learning online because his or her job, family commitments, or geographic location makes it difficult to complete a degree in a traditional face-to-face classroom.

What is important to adult online learners?

Adult learners often bring their own life experiences, professional knowledge, or previous education and training to an online learning environment. They are interested in learning experiences that are relevant or applicable to their career or self-development (Tyler-Smith, 2006), and tend to learn most when they are participating in activities that draw upon their prior knowledge and experience (Merrill, 2002).

Adult online learners have a different set of expectations than traditional students who attend school full-time. Since they are accessing the course asynchronously, they need a structured and consistent workflow that enables them to navigate each course easily and comfortably. For many, being part of a learning community enhances individual learning by fostering shared goals and helping students feel connected to one another (Palloff and Pratt, 2011).

Teaching Online

What makes teaching online different than teaching in the traditional face-to-face classroom?

The same instructional strategy that you would employ when teaching face to face also applies when planning your online course: setting the goals of the course, creating objectives, and creating relevant assignments and assessments (Ko & Rossen, 2010).

The online classroom is an asynchronous environment in which instructors are communicating with students primarily by e-mail, instant messenger, and via discussion forums. The pace of the course differs from the face-to-face classroom in that students and instructors can access the materials and participate in the course 24/7.

What qualities make for an effective online instructor?

Knowledge: The instructor should understand the needs and expectations of adult online learners and provide engaging learning activities that keep the students motivated and participating. He or she should have knowledge of the technology needed to facilitate the course, so that students can rely on prompt and efficient delivery of course content.

Clear expectations: She or he should have a clear sense of what students should know or be able to do as a result of their engagement with the course and should develop educational activities and assessments that allow students to develop and demonstrate those capacities.

Presence: An online instructor should establish a presence in the course. Post introductory remarks in the discussion board that demonstrate your enthusiasm for the course subject and teaching the class. Facilitate online discussion by posting an icebreaker discussion thread in which you tell students a little about yourself and have them respond with their own introductions.

Keys to effective online delivery

At Northeastern University Online, we focus on three key ingredients for successful and effective online education:

Preparation: Online courses must be ready for student use by the start of a course's term. You should adhere to the **2 X 2 rule** which requires that at least two weeks of your course materials must be ready for our review two weeks before your course starts.

Participation: Participate regularly in the course by providing feedback and guidance to the class. Providing routine instructor perspectives, engaging students by regularly monitoring and participating in discussions, holding optional synchronous sessions, and checking in with groups or individual students as needed are all ways to actively participate.

Communication: Respond in a timely manner to student questions and concerns through forums, private e-mails, announcements, virtual office hours, or Web conferences. For instance, you should respond to all significant student questions or requests within 24 to 48 hours in a Northeastern University Online course.

Developing Online, Hybrid, or Blended Courses

Types of Courses at Northeastern University Online

Northeastern University Online delivers three course formats:

- Online
- Hybrid
- Blended

What are the differences?

Online

An online course is an asynchronous, instructor-led course in which the students can complete the course work within a given week from anywhere at any time. The asynchronous format offers flexibility for students to work at their own pace in completing the weekly assignments by the assigned due date. Each lesson contains the same weekly workload that you would find in the face-to-face classroom. Typically, online courses are 6, 8, or 12 weeks long.

Hybrid

A hybrid course alternates between classroom and online sessions each week of the term. Classes meet in a face-to-face classroom one week and then online the following week.

Hybrids follow the same general principles as fully online courses during the weeks the class is conducted online. Instructors use Blackboard to deliver course materials, including lectures, assignments, and discussions, and to facilitate the course in the same way it would be facilitated online.

Typically, a hybrid course is 12 weeks long in duration.

Blended

A blended course combines weekly classroom and online work in the same week and is an intensive format, completing a term's worth of content in 6 weeks. Blended courses usually have a weekly face-to-face meeting with components delivered online each week.

Figure 1 shows a comparison of the online, blended, and hybrid course formats.

COURSE TYPE COMPARISON

* Contact Hours: Equate to work that would normally be done in an on-ground classroom (lectures, presentations, quizzes, discussions, etc.). Work normally done outside of an on-ground class (homework reading, exercises, research, etc.) are not included in contact hours.

	BLENDED	HYBRID	ONLINE
Contact Hours* Total (# hours/wk)	24 (4 hours/wk for 6 weeks)	24 (2 hours/wk for 12 weeks) *(variations exist)*	24 (4 hours/wk for 6 weeks) 24 (2 hours/wk for 12 weeks) *(variations exist)*
Schedule Format	1 meeting on-ground each week (2 hrs. 10 mins.) 1 meeting online each week (1 hr. 50 mins.)	Alternating weeks meet: > on ground one week > online the following week (2 contact hours/wk)	Online (2 or 4 contact hours/wk depending on course)
Lecture/ Faculty Perspective	Could take place on-ground or online Clearly state in Blackboard where lecture takes place (online/on-ground)	Online during online weeks On-ground weeks' lectures could also be available on Blackboard Clearly state in Blackboard where lecture takes place (online/on-ground)	Online
Material	Both on-ground and online All material also available online	Both on-ground and online All material also available online	Online
Discussion (Board)	Both on-ground & online On-ground discussion can be continued in online discussion board	Online during online weeks On-ground discussion can be continued in online discussion board	Online
Gradebook	Online Students always know their grades & standing in class	Online Students always know their grades & standing in class	Online
Assignments & E-Assignments	Both on-ground & online	Both on-ground & online	Online

Figure 1: Comparison of Online/Hybrid/Blended Course Formats

Establishing a common work routine

Regardless of whether it's an online, hybrid, or blended course, establishing a common weekly work routine based on the intended outcomes of the course is important. Student learning is enhanced when outcomes are clearly identified and there is a clear and tangible path to completing them in the course materials.

Northeastern University Online uses a template-driven course shell to help you easily design and facilitate your online courses. The course template provides a consistent navigational and organizational structure within a Blackboard course site. This structure helps students anticipate the workflow for the course and allows instructors to focus their time and effort on content development and facilitation.

Figure 2 shows an example of the Northeastern University Online course shell in Blackboard.

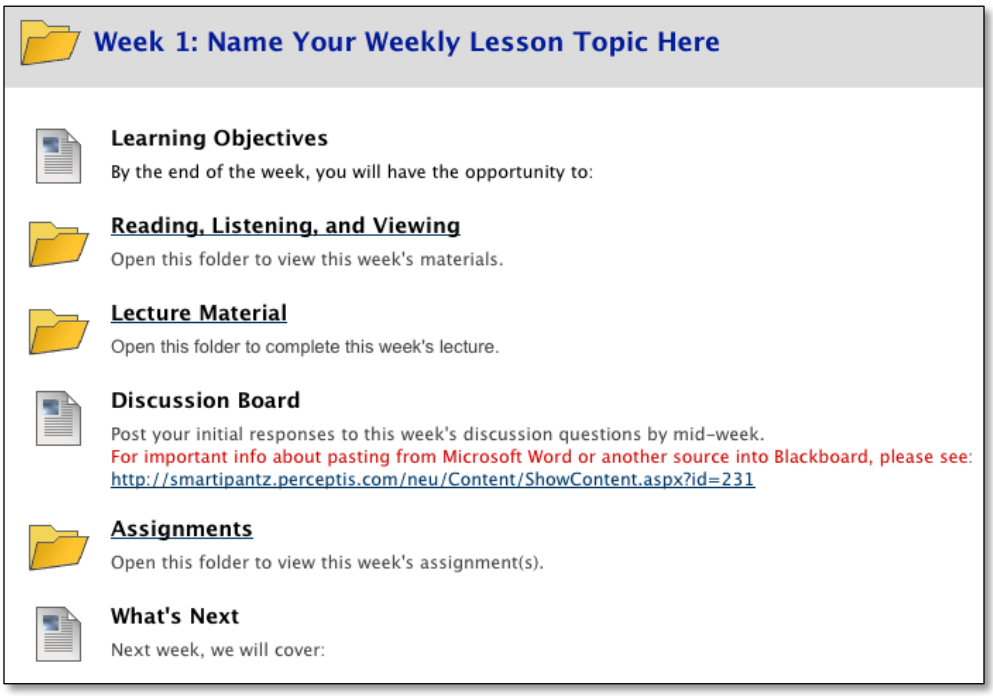

Figure 2: Empty Course Shell Example

Hybrid and blended course templates

But what if you are teaching a hybrid or blended course–how does the template work in those formats? A hybrid or blended course includes both online sessions and face-to-face meetings. Use the template to map out your course and specify what activities happen online and face to face for each week of your course. Post course materials for all weeks, regardless of whether you meet online or in person. For example, if you deliver a lecture in class, it is best practice to post those lecture notes in your course for review and retention.

Figure 3 shows an example of how the course materials would be presented for the face-to-face portions of a hybrid or blended course.

Note that clear instructions are given about the expectations for the week—students are expected to complete the readings ahead of time but will participate in the lecture and discussion when they meet face to face.

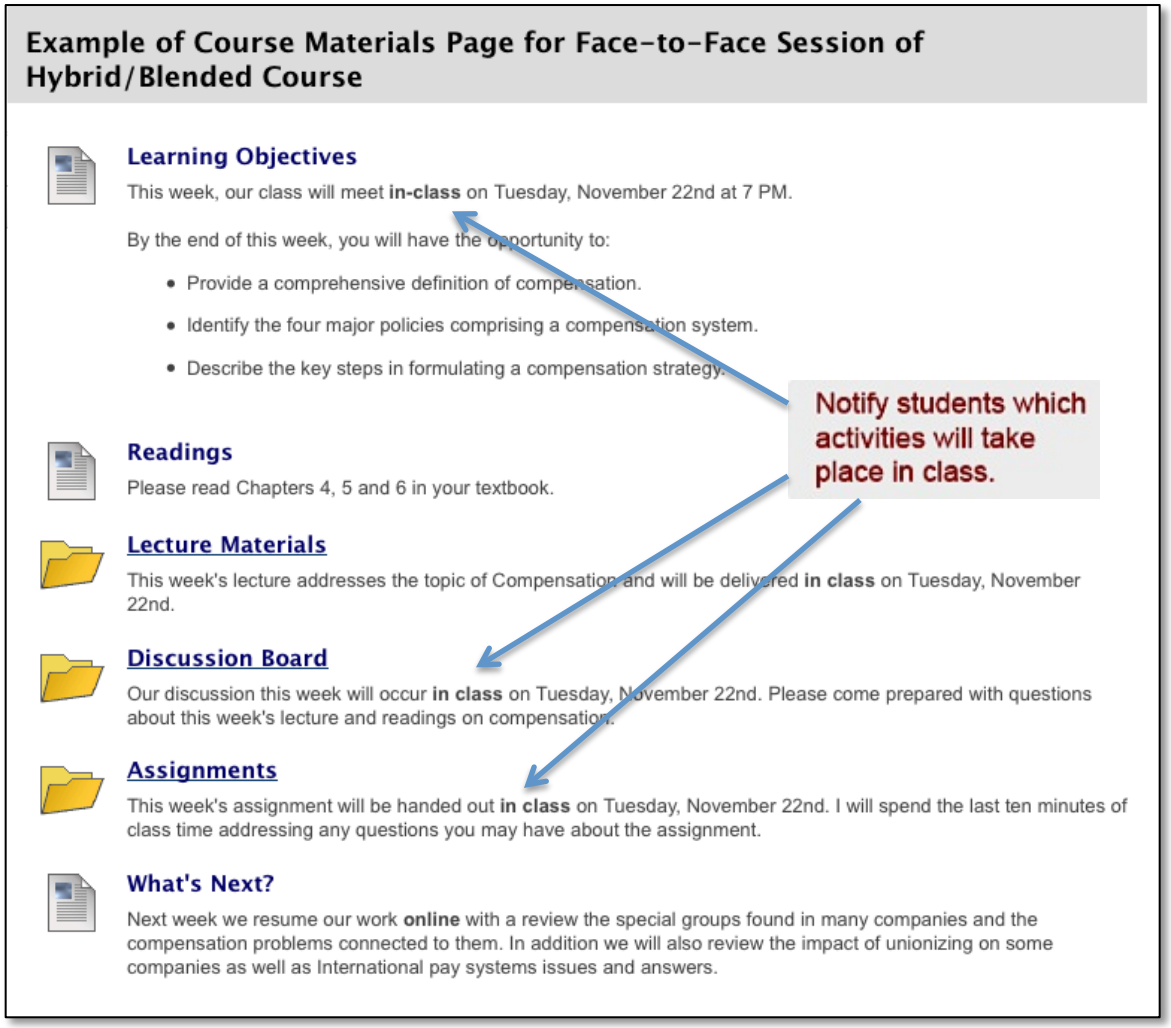

Figure 3: Hybrid/Blended Course Shell Example

Maximize the flexibility of the hybrid or blended format by using the online environment to continue topic exploration beyond the classroom. Use online communication and collaboration tools to extend class discussions and to provide formative feedback on assignments and projects. In this way, you create a cohesive and complete course experience.

Regardless of whether your course is being taught online or in a hybrid or blended format, use the course templates for consistency and to quickly develop your course.

Key Recommendations for Online Course Development

Here are some key recommendations for designing and facilitating an effective online course.

- Don't make all course materials for the entire course available at once. Open up the first two weeks of your course at the start of the term and then open subsequent lessons one week in advance so students don't move too far ahead.
- Make sure you clearly and precisely specify due dates for assignments for each week in your course. There are a number of ways to do this. You can identify due dates in the course syllabus. Then you can repeat the dates in weekly lessons where the assignments are submitted. Also, you can send timely reminders to students about upcoming due dates in announcements and e-mails.
- Use the course shell so that students know where to find the materials; don't deviate from the course navigation template without a pedagogical reason.

Standards & Best Practices for Online Courses

Mission Statement for Northeastern University Online

Northeastern University Online is committed to offering the highest quality online learning experience for all students.

The following section describes our recommended best practices for providing effective design and delivery of all Northeastern University Online courses.

Evidence-Based, Research-Supported Online Teaching and Learning

Our instructional design guidelines are supported by evidence-based research on teaching, learning, and design of online courses. Over the past few years, there has been a strong cohort of researchers addressing the viability and effectiveness of online learning. Researchers such as Richard E. Mayer, Ruth Colvin Clark, Richard Clark, and M. David Merrill have examined data through experimental and environmental comparisons as well as observations, interviews, and questionnaires. They have concluded that properly implemented multimedia instruction creates for better understanding, retention, and transference of learning (Clark & Mayer, 2011).

Online education makes use of multimedia opportunities for learning. Today, multimedia has allowed us to capitalize on the nature of the human cognitive system. Multimedia options including graphics, animations, illustrations, and video have opened the door for accessible visual modes of instruction. Multimedia that presents material in words and pictures takes full advantage of the human capacity for processing information. It allows both the verbal and visual channels to work cooperatively throughout the instruction (Mayer, 2009).

Additionally, research on online education indicates that courses designed based on proven practices create online learning communities that allow for a role shift where students can learn from each other and not only from interaction with the instructor (Palloff & Pratt, 2011). Online education requires a pedagogical shift for the instructor from the source of knowledge to more of a facilitator, or mentor (Ally, 2009; Fish & Gill, 2009; Salmon, 2005).

Getting started

How you present materials and structure learning within the online environment directly impacts your students' overall experience in the course. Northeastern University Online takes a standardized approach to developing and delivering online courses that relies on the following:

- course templates,
- electronic delivery of all graded assignments,
- instructional materials,
- assessments through our learning management system (LMS) Blackboard,
- a weekly work schedule, and
- use of an electronic gradebook.

Using the Northeastern University Online course template

The required course template is embedded in your assigned course site in Blackboard. Figure 4 shows a weekly snapshot of the Northeastern University Online course template.

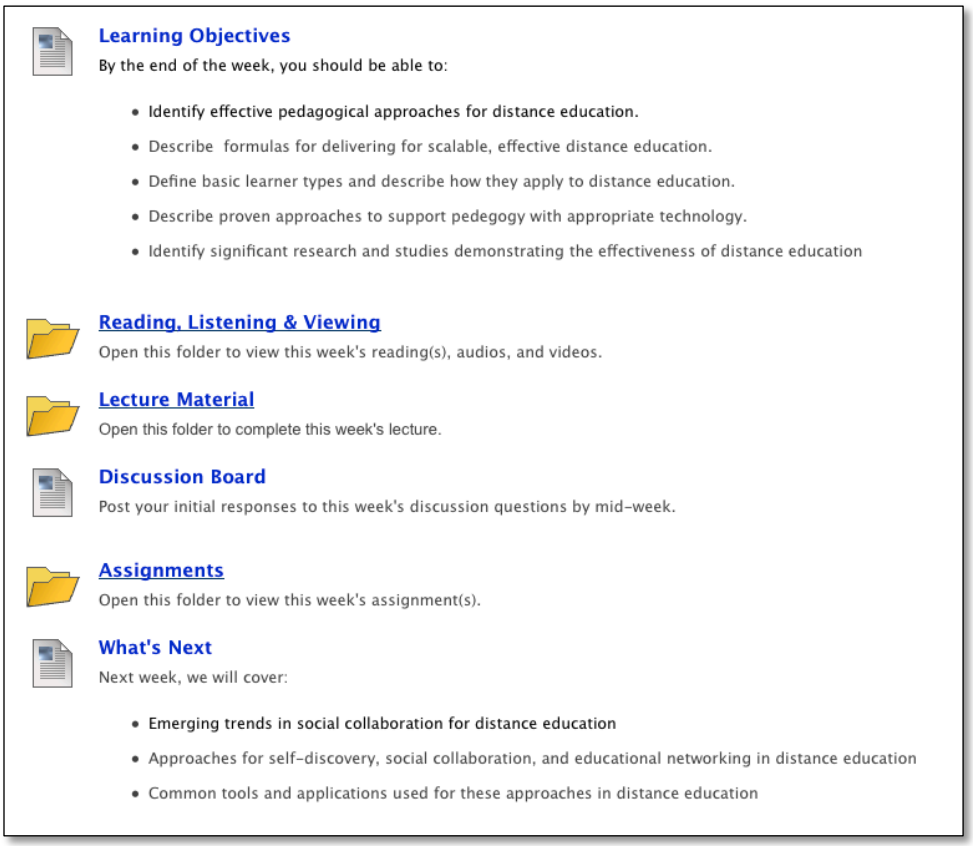

Figure 4: Snapshot of a Standard Northeastern University Online Course Week 1 Template

Using this template for your course does not mean you need to change your teaching style. Instead, it ensures that in each week's lesson, you are providing all the materials a student will need to be successful. You can then focus on creating the course content rather than the design process.

Developing Your Course

At Northeastern University Online, we use the **ADDIE model** as a basis for online course development. In this model, one step leads to the next with evaluation taking place continuously throughout the process.

Analyze – In this stage, you assess your course goals & objectives and your course content.
Design – This is where you establish the framework for how the learning happens. This includes writing measurable objectives, planning your instructional methodologies, identifying resources, and developing assessments.
Develop – Create your materials based on the course objectives and framework you developed in the analysis and design stages. This includes developing lecture materials, exercises, scripts, and other materials and posting them to Blackboard.
Implement – Implementation is the actual teaching of your course. This is where you present objectives and readings, deliver lectures, engage students in discussions, assess students and provide feedback.
Evaluate – The final stage of the ADDIE model is evaluation. This is where you use student and self-evaluation to determine the effectiveness of the course. Use this feedback to revise your course for the next time you teach.

Figure 5 shows the ADDIE model process.

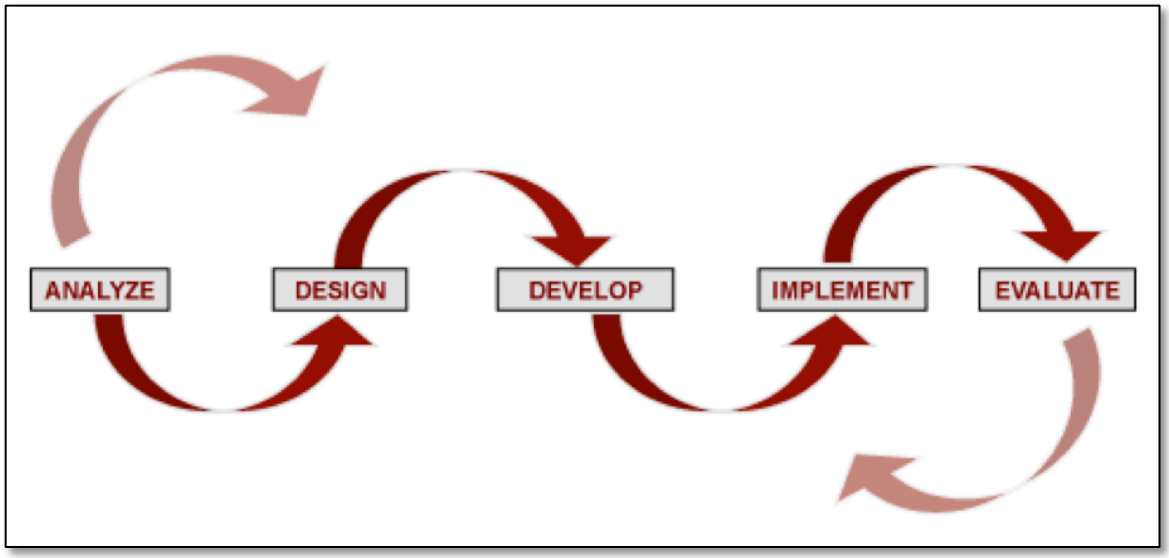

Figure 5: The ADDIE Model

Creating Your Course Outcomes and Lesson Learning Objectives

Course outcomes

The outcomes for your course should align with the outcomes for your program; these should be established with your academic programs before you begin development of your course.

Course Outcome: **During this course, students will develop strategies for solving trigonometric equations.**

Once the outcomes for your course are identified, you can break them down into lesson objectives for each week of the course. At the lesson level, learning objectives "are related to the outcome of instruction rather than the process of instruction. For example, when a chef adds seasoning to a soup, that is part of the process of cooking. But it isn't the result of cooking. The soup itself is the outcome or the result of cooking" (Mager, 1997, p. 5). In the course, we want to identify these desired results as performance objectives.

Learning Objective: **At the end of the lesson, students will be able to:** **Graph all six trig functions and identify their period, amplitude, domain, range, and zeros.**

Learning objectives

The learning objective is a critical building block in the creation of an online course. It provides a foundation on which all the other elements of your course are built. Lectures, discussions, assignments, and assessments are all teaching strategies used to reach the common goal, satisfying and accomplishing the objectives.

Learning objectives communicate **what** the student will be expected to be able to do at the conclusion of a given week. They are also used to measure whether a student has achieved what has been described by the objective at the end of the lesson.

Robert Mager (1984) states that each learning objective should have three parts:

1. Performance – describes what a learner is expected to be able to do.
2. Conditions – describes the environment under which the performance occurs.
3. Criterion – describes how well the learner must perform for it to be considered acceptable.

In creating your learning objectives, keep in mind that each objective should be **performance-based** and **measurable**. A performance-based learning objective describes the skill or knowledge that a student will be able to demonstrate by the end of the course or lesson. Use specific action verbs such as: *list, identify, state, discuss, describe, define, solve, compare and contrast*.

Consider the difference in the following two examples:

Learning Objective A

At the end of the lesson, students will:
Understand how to write an objective.

Feedback: Using a verb like *understand* is too vague. The question we need to ask is: How do we determine if a student actually knows how to write an objective?

Learning Objective B

At the end of this course, you will be able to:
Write a measurable performance-based learning objective that contains a performance, conditions, and criteria.

Feedback: Here we have an objective that contains all three of Mager's elements.

1. Performance: Write a measurable performance-based learning objective.
2. Condition: The objective must be measurable.
3. Criteria: It must have a performance, condition, and criteria.

As previously stated, learning objectives are your course foundation. Once you have established your learning objectives, your readings, lectures, and assessments should follow accordingly.

For more information on creating more performance-based learning objectives, see the Appendix for the Bloom's Taxonomy wheel of action verbs and Robert Mager's book *Preparing of Instructional Objectives*.

Lecture Materials

The lecture provides an instructor perspective on the topic covered. You will need to give additional information, examples or demonstrations, and perspectives on course topics. The lecture partnered with course materials will help prepare students to apply learning to assignments where they will demonstrate growing skills and knowledge through performance.

Recommendations for presenting lectures in online courses:

Deliver concise lectures

Research by Middendorf & Kalish (1996) suggests that the average adult attention span for learning and retention is about 15 to 20 minutes at a time. If you have more lecture content than you can present in 20 minutes, it's better to break up, or "chunk" the content into separate, shorter segments that students can view and review as often as they need. Use other activities such as the discussion board or peer feedback to explore topics in greater detail. This method emulates a live interactive classroom facilitation style and keeps students involved and interested.

Use multimedia in intentional ways

The human mind can only process a certain amount of information at one time before experiencing cognitive overload. Include multimedia (e.g., visuals, audio, animation) as shown in Figure 6 in your lectures only when it supports or enhances learning and comprehension.

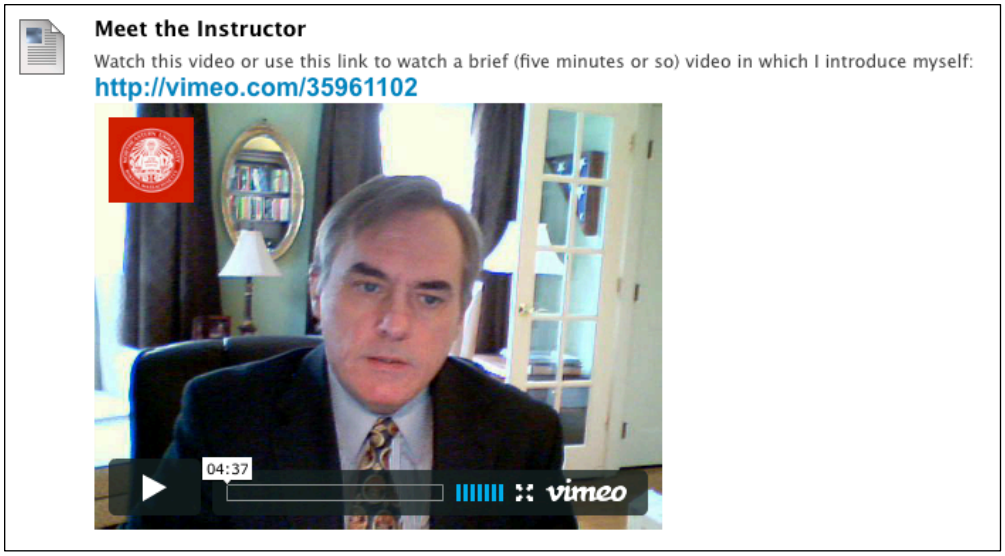

Figure 6: Example of Multimedia Lecture Using Video

Develop lectures that are accessible to students with a range of abilities

Consider the needs and preferences of the students viewing your course materials. Always include multiple versions of a lecture, e.g., include text transcriptions of any audiovisual material and add notes to your PowerPoint lecture (as shown in Figure 7). Students can then choose what type of format works best for their learning style and ability. This also affords flexibility as it enables all students to access the course materials from any location at any time.

When recording your lecture in Camtasia Relay, include captioning. This will serve as not only the narration for your multimedia lecture, but it will also be an additional resource for students with hearing impairments to access the lecture as well as for those for whom text is the best learning option.

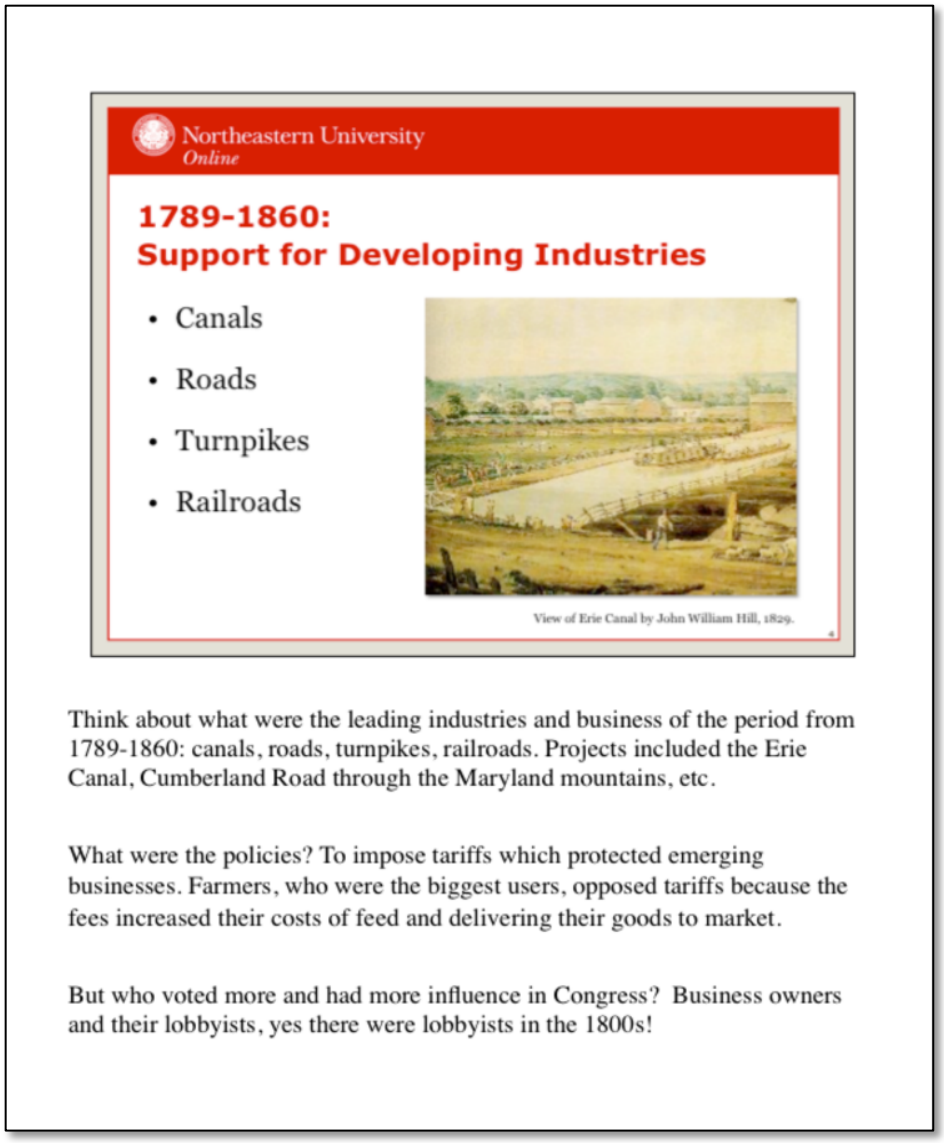

Figure 7: Example of a PowerPoint Lecture with Notes

Follow basic principles of good presentation design

Create lecture content that is visually appealing and easy to read on screen or in print. If you use PowerPoint, use short bullet points to highlight key ideas or "talking points" but type your longer narrative into the Notes field below the slide. Leave ample white space on the slide and use font sizes and colors that are easy to see both on screen and in print.

The following figure below shows an example of converting a text-based lecture into a multimedia PowerPoint lecture.

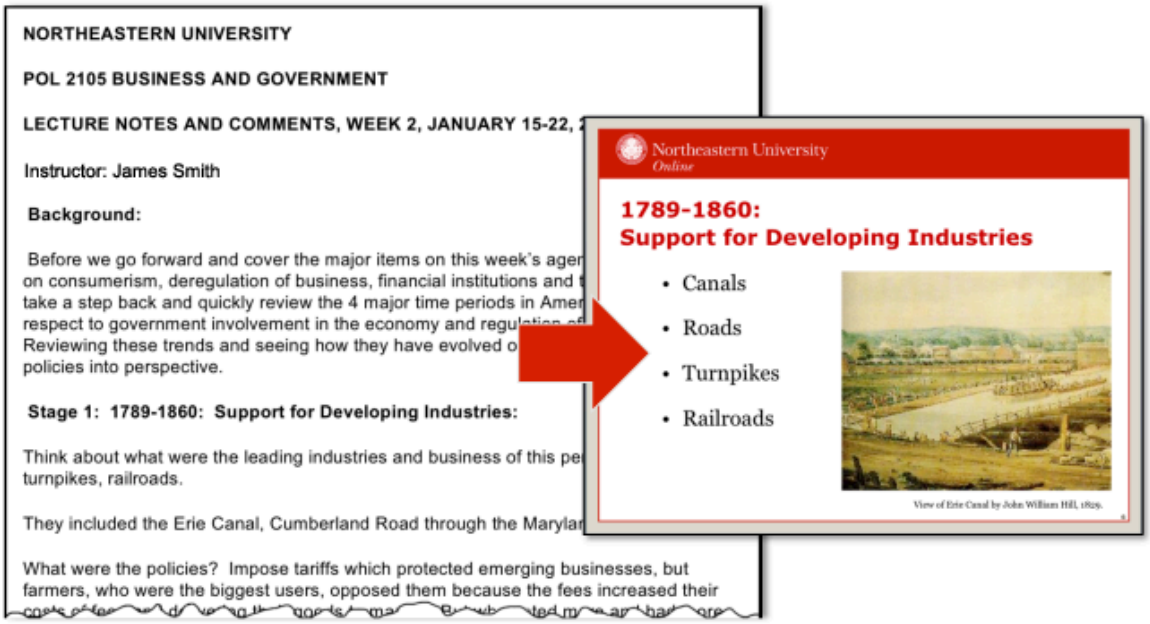

Figure 8: Converting Your Lecture from Text-Based to Multimedia

For more information on lecture capture tools, visit the Northeastern University Online Instructor Resource Center at http://www.northeastern.edu/nuolirc/.

Organizing Your Course Content

An effective online course is well organized and easy to navigate. Northeastern University Online's course templates organize course materials into folders containing like content (i.e. readings, lectures, discussions etc.), which keeps the weekly course materials page from getting too crowded. Students should be able to access materials quickly and the page should be free from unnecessary scrolling and clicking. Use folders *only* if there are multiple items you wish the students to view. If there is a single item, post it by itself.

Chunking

Breaking text into smaller chunks of information (or "chunking") improves retention and also provides a more easily readable format. Using bullet points also breaks up large paragraphs of text and is easier to process.

Research suggests that students learn best when presented with information that is broken down into smaller, more easily digestible sections. According to Taylor (2010), "content *chunking* puts cognitive load theory into practice by helping to diminish students' cognitive load (i.e., mental burden) as a result of reading content in smaller segments. By contrast, reading an entire syllabus from one continuously long page on a computer monitor/handheld device screen may result in cognitive overload (e.g., excessive mental burden, disorientation)."

Interaction/Collaboration in Your Course

In student course evaluations, one of the most frequent comments is whether or not the instructor was "present" throughout the course. For example, how responsive was the instructor to student questions either online or offline? Did he or she clearly explain when assignments or discussion board postings were due? How much feedback did the instructor provide?

Establish your presence within the course. Begin your course with a personal introduction and include some information about yourself and your teaching experiences so that students can get to know you and feel comfortable in sharing their own introductions.

Provide clear expectations as to how often you will communicate (post comments, feedback) and how often you expect your students to do the same. You should also give students an idea of how much time they will be expected to put in each week on assignments, discussions, quizzes, etc. so that they can manage their time accordingly.

Creating an online learning community

Whether the course is online or face to face, the basic principles of adult learning remain the same.

Students are engaged when they are part of a *learning community*. Research by Palloff and Pratt (2011) shows that an effective instructor will know how to get this process started, facilitate it effectively, and then remain in the background, acting as a resource and guiding the process.

An effective course contains opportunities for interaction and feedback. Instructors should incorporate different means for online collaboration, such as the use of discussion boards, wikis, blogs, and social media. Interactivity ensures that the course is not merely a self-study course.

Working in groups

Another way to encourage collaboration in your online course is to include group activities. Group work can provide another way for students to interact online and be able to develop the same type of working relationship that they would establish in the face-to-face classroom.

Breaking students into smaller groups for projects can be beneficial for both the students and instructors. Students can connect and work with one another and have their voices heard without feeling overwhelmed in a larger class setting, while instructors may find it easier to facilitate the smaller groups.

Tools for group activities: Break students into smaller online groups and have each group debate a topic or present a case study. Use the Groups tool in Blackboard to assign your students to a group. Once assigned, each group has their own discussion board to post ideas and resource for file sharing. Students can also communicate with one another via IM or e-mail, but the final project can be presented via wiki.

Using discussion forums

Asynchronous discussion and collaboration facilitates course dialogues in which students can participate equally. Many instructors use discussion boards weekly as a means for informally gauging whether students are grasping key concepts and making connections and discoveries that lead to learning. The discussion boards can also be used to encourage and foster a sense of community among students in the course and as a place for students to ask questions, get clarification on assignments, and share resources.

- Include an introductory (ungraded) "icebreaker" post to encourage your students to post some personal information about themselves and what they hope to learn from the course.

- Use the Water Cooler section of the discussion forums as a way to answer your students' frequently asked questions about things that don't pertain to the course material (i.e., technical issues, general questions on assignments, etc.).

- Instruct students to post their own comments to your original thread/question, but also to respond to at least one other student's remarks each week. This ensures student interaction.

- Make your discussion board questions relevant to the week's learning objectives and assignments.

Using collaboration tools effectively

Northeastern University Online uses a range of both synchronous and asynchronous collaboration tools for online learning. Synchronous tools are Blackboard Instant Messenger (IM) and web conferencing tools for real collaboration such as Wimba Live Classroom, while asynchronous collaboration tools can be in the form of wikis, blogs, or journals.

Communicate your expectations

Clearly define what constitutes a good discussion board or blog post by providing a model or rubric. Northeastern University Online provides a rubric template for discussion board participation that can be found in the Instructor Resource Center under Forms & Templates.

Provide context

Clearly define why students are working collaboratively, instead of individually, on a particular assignment or activity. For example, explain the logistical and pedagogical considerations you took into account when designing the activity so that students understand the potential value of working with others.

Participate

Make your presence known in the discussion board by redirecting, correcting, encouraging, or guiding discussion, as needed. If you do not intend to post frequently, explain that you are following the discussions daily even though you may only post as needed. If you do not plan to comment frequently, provide substantive, summative feedback at the end of each discussion so students can benefit from your feedback and observations.

Using Rubrics

Research suggests that including rubrics in courses enhances instruction. Jonsson and Svingby (2007) surveyed 75 studies relevant to the reliability and effectiveness of rubrics. They concluded that quality rubrics can increase the accuracy of scoring on performance assessments and, when complemented with other integrated assessment tools, improve the reliability of student assessment. Additionally, rubrics can promote learning and improve instruction by making expectations and criteria explicit while also facilitating instructor feedback and student self-assessment practices.

Rubrics create a framework that saves time for the instructor, while providing students structured feedback for graded assignments or exams and helping to maintain communication in the learning environment. Rubric criteria should serve as a direct link to learning objectives and course outcomes. Performances and assigned tasks should be mapped with criteria that can be traced to objectives and outcomes. Student performances can be quantitatively measured and grades are validated.

Options for rubrics:

1. Students and instructors can use the rubric as a working guide provided to the students prior to the assignment, outlining how they will be graded on their work.
2. A rubric can also serve as a final checklist for students, allowing them to reflect and become more self-directed learners.
3. Final rubrics can be viewed as a formative assessment tool for instructors, giving them the opportunity to identify learning gaps and student needs and providing feedback to students based on performance.

We use multiple rubrics to review Northeastern University Online courses for effective design, development, and delivery. See the Discussion Board rubric below for an example on how to ensure your course meets expectations for our students.

Discussion Board Rubric Example

Discussion Rubric						
	1	2	3	Week 2	Week 3	Week 4
Promptness	Does not, or rarely participates by stated due date	Responds to most posting on-time	Consistently responds by due date			
Relevance	Comments are off-topic, or relevance is unclear in most instances	Most comments address the topic; off-topic comments connect/are relevant to the main topic in most cases	Comments are on-topic all the time; off-topic comments add to/extend/enhance the group's thinking about the issue at hand			
Expression within the post	Ideas and opinions are not expressed clearly; no evidence is provided to support specific claims	Ideas and opinions are expressed clearly most of the time, and evidence from the readings/viewing is offered in support of specific claims	Ideas and opinions are always expressed clearly, and specific claims are supported with evidence			
Contribution to Group	Does not contribute in positive ways to the overall group dynamic or discussion; dominates; is critical in non-constructive ways; acts in an inappropriate or unprofessional manner	Contributions are mostly positive and made with the group in mind; some evidence of constructive feedback to others; supportive to colleagues in most instances	Adds in positive and substantive ways to the group dynamic/discussion overall; is professional and supportive with colleagues; does not dominate; draws other people in when appropriate			
Mechanics	Posts are almost always minimal in terms of length (a few words or sentence only) –OR- too wordy/lengthy; grammar and spelling are a mess	Posts are usually more than just a few words or sentences, -OR-they are unnecessarily lengthy; grammar and spelling are correct in most instances	Posts are appropriate length (not too wordy, not too blunt); grammar and spelling is consistently correct			
				0	0	0

Figure 9: Discussion Board Rubric

Assessments

Creating assessment opportunities

New online instructors often wonder if the lack of physical and social cues makes it more difficult to assess performance and provide constructive feedback to students online. The best way to get to know your students and what type of work they are capable of is through the use of informal and formal assessments throughout your course.

The best practices of effective assessment include timely feedback, frequent opportunities for students to demonstrate what they know, variety, and opportunities for revision and reflection.

Use assessments throughout your course to let students demonstrate what they've learned and to get a better sense of whether or not they are grasping the course material.

Assessment methods

Any type of assignment can be used as a means of assessing your students, from "formative" assessment—which is given as part of the instructional sequence for the purpose of measuring progress and giving feedback but may or may not be graded— to "summative" assessment—a graded exam or assignment that takes place at the end of an instructional sequence or as the final exam of the course (Ko & Rossen, 2010).

Formative assessment examples include discussion boards, blogs, wikis, self-tests, and exercises. Summative assessments are the exams, written assignments, group work, and other activities that represent a larger portion of the student's final grade. The summative assessment also requires that the instructor provide feedback to the student.

Remember that it is best practice to align your assessments with your learning objectives. So make sure you keep that in mind during the design phase of your course development. You cannot assess students on anything other than the materials you have built in the lesson. This strategy gives students the opportunity to meet the objectives by providing some real-world problems for them to solve.

The following Assignment and Assessment Tools chart details examples of assignment and assessment tools you can use in your course.

Northeastern University
Online

Assessment tools

Assignments	Features	Try it for
Electronic Assignments	Secure, consistent, allows for individualized feedback Required for collecting written work you assess for a grade	Collecting papers or idea topics
Turnitin Assignment	Secure, consistent, allows for individualized feedback, but also allows for comparison for plagiarism	Papers, checking for plagiarism
Assessment Tools		
Tests	18 different question types, scores most automatically, can categorize questions by difficulty	Short informal quizzes, self-tests or more formal graded tests
Survey	Similar to the test, but completely anonymous	Collecting opinions
Other Tools		
Blog (web-log)	Online journal – allows for comments and incorporating media like images, videos, etc.	Journals
Wiki	Group collaboration tool that allows all members to build and edit the material, post comments and allows for other media like images, videos and documents.	Group work, ongoing notes

Figure 10: Assignment and Assessment Tools

Facilitating Your Course

Today, online learning often takes a constructivist approach. Constructivism refers to students taking a more active role in their learning by collaborating with peers under the facilitated guidance of the instructor. That is why it is important to understand the difference between instructor-led learning and self-paced learning. Instructor-led learning involves continuous, active participation and feedback from the instructor to build community and promote social interaction. These collaborative experiences create opportunities for students to explore, discover, and construct meaningful learning aligned with your course outcomes.

Keep in mind that students have different learning styles, knowledge bases, backgrounds, and perspectives. These factors combine to create greater potential for collective learning in a constructivist framework. Effective facilitation structures the learning environment so knowledge is easily shared, combined, constructed, and co-constructed.

It is also important to set explicit instructions and guidelines about expectations for participation and communication at the very beginning of the course. You should provide frequent opportunities for students to demonstrate their active engagement with the course and their growing mastery of knowledge and skills. We recommend weighting online participation at 30% to 40% of the final grade.

A successful course experience for both instructors and students requires clear communication of course expectations. Students should know what is expected of them and when they are expected to complete these requirements. For example, students should know exactly how their participation in online discussions contributes to their final grade.

Summary

Best practices for instructors:

- Use the Northeastern University Online standard course shell and PowerPoint lecture template with notes to provide consistency to your course.
- Give clear and detailed instructions on all assignments and provide a structured path through your course so students can focus on learning.
- Make your learning goals for each lesson explicit and ensure assignments and assessments serve these goals.
- Give students the benefit of your knowledge and experience by supplementing readings with real-world examples, analysis, and an emphasis on key points.
- Facilitate learning by providing formative and summative feedback that is timely, supportive, and relevant.
- Provide opportunities for students to utilize their prior knowledge and experience to add relevancy to the new knowledge and skills they are gaining.

What should you do next?

- Familiarize yourself with the training and technology resources you have available to you as an instructor at Northeastern University Online at the Northeastern University Online Instructor Resource Center http://www.northeastern.edu/nuolirc/.
- Contact your instructional designer for a consultation to discuss what tools and trends might help you achieve the outcomes you are looking for in your online course.

Glossary

2 x 2 Rule: Instructors must have two weeks of course materials posted online two weeks before the start date of the course so that instructional designers can review courses for Readiness.

Accessibility: The degree to which a system, object, or location is usable for all people; focuses on ensuring equal information, services, or use for people with disabilities.

ADDIE model: Refers to Analysis, Design, Development, Implementation, and Evaluation; the model that Northeastern University Online follows in building our online courses.

Asynchronous: Occurring at different times (e.g., the discussion board is an asynchronous tool as students can post and read threads at any time).

Best practice: In online learning, utilizing strategies based on current evidence-based research for effective course design and delivery.

Best Practices Report: A report sent to instructors from the instructional design team that focuses on the quality of their course design and delivery.

Blackboard: Northeastern University's learning management system (LMS).

Blackboard IM: Blackboard-based instant messaging tool with embedded roster, audio or video chat, and desktop sharing.

Blended course: Combines weekly classroom and online sessions in the same week in an intensive format, completing a term's worth of content in six weeks.

Blog: Short for "web log"; a Web site on which a person (or people) can post commentary to which others can respond.

Browser: Software application used to locate, retrieve, and view content on the Internet.

Camtasia Relay: Web-based lecture capture tool that enables instructors to record their computer screen and audio over a narrated presentation; includes captioning.

Chunking: Breaking text or content into smaller, more digestible pieces for better retention and a more easily readable format.

Course outcome: Describes what the student should be able to do by the end of the course.

Course shell: Space on Blackboard (LMS) where course materials are posted and interaction between instructor and students takes place.

Course template: The collection of folders, links, and items within the course shell that provides consistent presentation and navigation across all courses.

Collaboration tools: Software applications designed to help groups work together on projects; examples include Blackboard IM, wikis, Wimba Live Classroom.

Constructivism: Learning theory in which students take a more active role in their learning by collaborating with peers under instructor guidance and facilitation.

Discussion board forum: A sub-element of a discussion board (example, Water Cooler, Week 1 Discussion); forums are then broken into separate threads.

Discussion board thread: A sub-element of a discussion board forum; for example, a specific question on a course topic.

Face-to-face classroom: The traditional on-ground classroom setting.

Facilitation: How an instructor manages the class and interacts within the online classroom.

Formative assessment: A non-graded assessment for the purpose of measuring progress and giving feedback (e.g., journal post).

Hybrid course: Alternates between online and classroom sessions each week of the term.

Instructor Resource Center (IRC): Northeastern University Online Web site that provides instructional design and educational technology information for faculty teaching online, hybrid, or blended courses.

Journal: Online tool used in coursework as a method of student self-reflection.

Learning management system (LMS): A software program designed to include a number of integrated instructional functions, including lectures, discussions, assessments; examples of an LMS are Blackboard and Moodle.

Multimedia: A combination of two or more different communication media, such as text, graphics, audio, animation, or video.

Online course: An asynchronous, instructor-led course in which the students can complete the course work from anywhere at any time.

Online learning: Education in which instruction and content takes place over the Internet.

PDF (Portable Document Format): An electronic file format designed to be read by different operating systems.

Pedagogy: The art, science, or profession of teaching.

Performance-based learning objectives: Describe what the student will be able to do as a result of engaging in a learning activity.

Podcast: Digital audio or video file that can be downloaded and played on a computer or mp3 player.

Prompts: Suggestions on how to customize and complete a course template section.

Quality Counts: A course review by instructional designers (IDs) during the second or third week of a course that focuses on design and delivery; IDs offer feedback and recommendations.

Readiness check: A course review performed by the instructional designers (IDs) to ensure that instructors have two weeks of course materials online two weeks before the course start. (There are three Readiness checks- two weeks before the course start date, the Thursday before the course start date, and the morning of the course start date.)

Readiness Report: A report the instructional design team provides to program administrators following the Readiness check.

Rubrics: Guidelines that describe specific criteria for grading academic papers, projects, or tests.

Smartpen: USB pen technology.

Streaming video: Fixed-camera lecture capture technology.

Summative assessment: A means of assessing student learning based on content standards (e.g., exams).

Synchronous: Occurring at the same time; in real-time (e.g., an online chat tool like Blackboard IM).

Voice thread: Collaboration space to upload images, documents, or videos.

Web conferencing: Real-time communication session used to conduct live meetings, presentations, or training over the Internet (e.g., Wimba Live Classroom).

Wiki: Online collaboration space which allows for creating and editing content in Web page format (e.g., Wikipedia).

Wimba Live Classroom: Web conferencing tool that allows for voice, video, screen and application sharing, chat, and polls.

Wimba Podcaster: Tool that allows an instructor to create weekly podcasts; students can subscribe or download podcasts; can be added to Blackboard course site.

Wimba Presenter: Asynchronous presentation tool that allows for Web presentation; can narrate over PowerPoint.

Wimba Voice Authoring: One-click recorder that allows an instructor to record for up to 20 minutes and can be added to Blackboard course site.

Wimba Voice Board: Threaded discussion board in which students and instructors can record audio and type in responses; can be added to Blackboard course site.

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Appendix

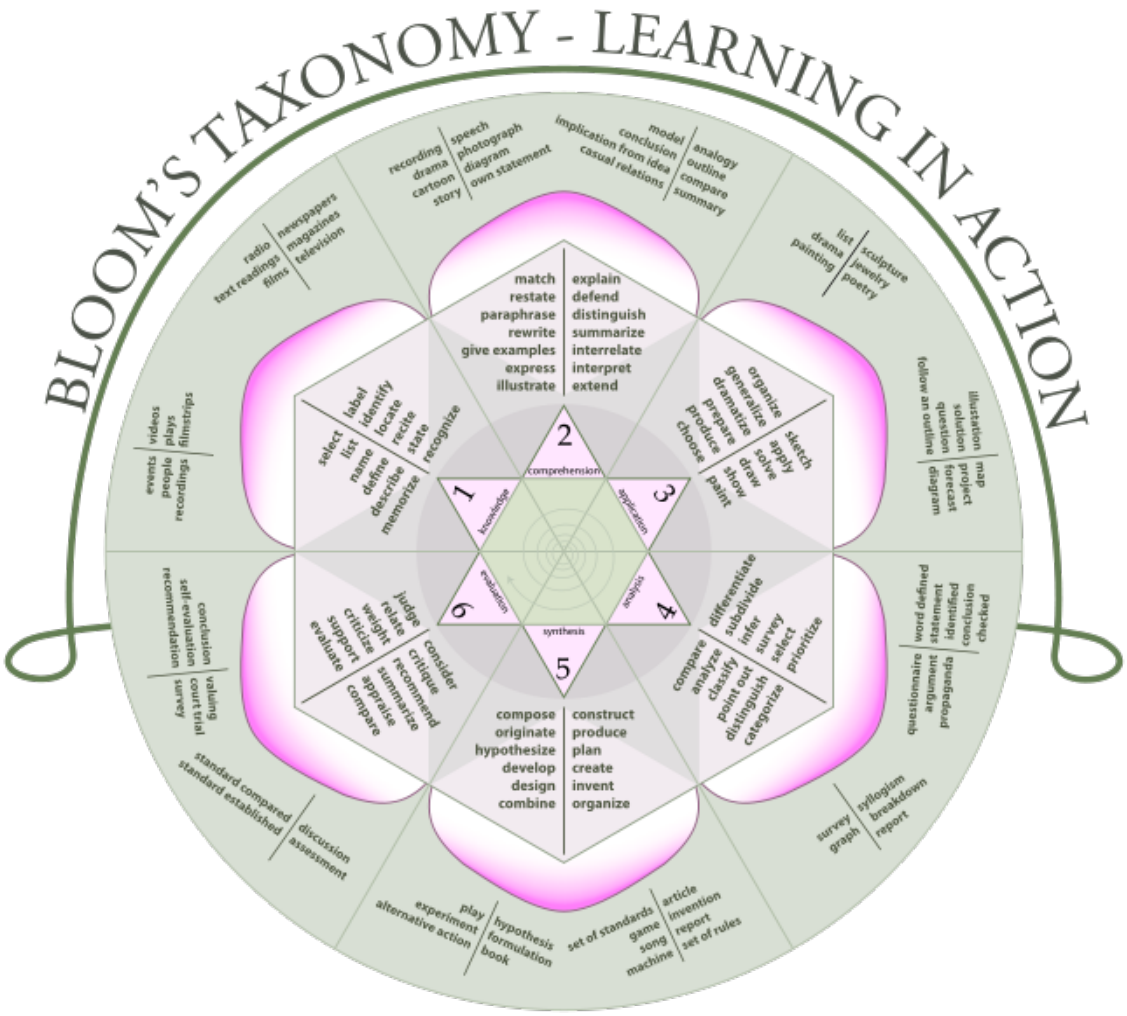


Figure A – Bloom's Taxonomy

Appendix 5.g

ONLINE COURSE

3 Credits = 24 Contact Hours over 6 Weeks = 4 hours per week
OR = 24 Contact Hours over 12 Weeks = 2 hours per week

WHAT? An online course is made up of either 2 or 4 contact hours(depending on the course) over the course of one week.

HOW? Many onground activities can be adapted to an online environment. Although the instructor decides on the appropriate mix of activities to accomplish the course goals, one requirement is that the instructor provide a weekly lecture/faculty perspective, preferably created in Power Point and posted in PDF format. Simply posting a publisher-created PowerPoint show without adding notes does not qualify as a lecture.

CHART - This chart provides a quick overview of how various on-ground activities can be conducted online with the tools available in Blackboard. The right column shows you the tool to use and a possible activity or end-product.

- Note: This chart is not meant to be exhaustive. Contact your instructional designer for other suggestions.

Contact Hours* **= 2 OR 4 hours per week depending on course**

* Contact hours equate to work that would normally be done in an on-ground classroom (lectures, presentations, quizzes, discussions, etc.). Work normally done outside of an on-ground class (homework reading, exercises, research, etc.) are not included in contact hours.

Modality **Online**
2 OR 4 hours

Activities	TOOL	ACTIVITY/END PRODUCT
Debates	via Discussion Board or Wimba Voice Board >	Students present/defend their side of a debate
Demonstrations/Labs	via Live Classroom >	Instructors and/or students model skills, demonstrate processes
Discussions	via Discussion Board or Wimba Voice Board >	Instructor determines guidelines for student participation
Group Work	via Wikis >	Students create a research project as a team
Individual/Group Presentations	via Wikis, Discussion Board, Live Classroom >	Students present collaborative projects, research, etc. May or may not include multimedia elements
Lectures	via PowerPoint with notes, Voice Tools or Wimba Podcaster	Incorporate audio, photos & graphics for more effect
Oral reflection	via Wimba Voice Board >	Students record their ideas directly into Blackboard
Papers, Essays	via electronic assessments >	Students submit essays directly into Blackboard
Quizzes - Tests - Surveys	via electronic assignments >	Create tests/quizzes/surveys right in Blackboard
Readings typically done in class	via PDF >	Create a PDF of articles and upload to Blackboard
Site Visits	via video >	Record a site visit and upload the video
Written reflection/response/peer review	via Blogs >	Create a class blog and have students contribute

Appendix 5.h

Northeastern University Online Course Readiness List

Complete this checklist as you prepare your course. If you have any questions, or are unable to complete any tasks such as converting all files to PDF format, contact your instructional designer.

X	Section	Action	Best Practices Rationale
	All	**Remove instruction prompts which appear in red on template.**	
	Announcements	Post introductory announcement/Send email: -Welcoming students -Explaining basic work routine	This is the first page students see when they log into your course. This is your opportunity to say hello and provide a course overview.
	Syllabus	Post syllabus in PDF format.	Not all students have MS Word. Using PDF format ensures that all students can download and print your syllabus.
	Faculty Profile	Post contact/biographical info. Explain best way for students to contact you and how quickly you will reply to questions.	Students should know how and when to contact you and what the response time is.
	Course material	Post content for first two weeks: **2x2 Rule.** Name weekly folders (Week 1, Week 2, etc.) Content must be in this order: Learning Objectives Readings Lectures Discussion Board (prompt) Assignments What's Next **Note:** Make only first two weeks available. *6-week intensive courses may choose to have only Week 1 available. **As course progresses, current, following and past weeks should be available.	This is a self-paced course and students expect the flexibility to be able to work on the following week's material if their schedule demands. Order of weekly folders is important to ensure consistency across NUOL courses.
	Discussion Board	Post: -Your intro in *Introduce Yourself* forum -Week 1 discussion question(s) (each w/in its own thread) **inside** the *Week 1 Discussion* forum.	Your intro will provide a model for students, many of whom may not have participated in an online discussion before.
	Assignments	Post written assignments/quizzes for first two weeks **inside** Assignments folder. **Note:** Use Electronic Assignments for all assignments that involve student submission of work to you (blogs & wikis are considered e-assignments).	Using e-assignments allows you to easily collect & maintain an archive of all student work. Students can view their grades online.
	Book(s)	Post textbook(s) info (with ISBN if possible). **Note:** If course has no required text, please state that in this area.	Providing an ISBN number will avoid confusion if there are different editions of the required text(s).
	Web Sites	Post and verify all website links. Update and/or remove old links.	Links can change without notice. Students may not be able to do assignments if links broken.

Appendix 5.i

Self-Study Guide

Commission on Institutions of Higher Education

NEASC

Self-Study Guide

Commission on Institutions of Higher Education
New England Association of Schools and Colleges

Revised 2013

Copies of this guide are available on-line at
http://cihe.neasc.org
Printed copies are $7.00 and may be ordered from the
Commission on Institutions of Higher Education,
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803.

TABLE OF CONTENTS

INTRODUCTION

This guide is designed for institutions preparing for comprehensive evaluations for accreditation or candidacy. It should be used in conjunction with the Commission's *Standards for Accreditation* and relevant policies and procedures found on the Commission website http://cihe.neasc.org. Additional information is provided in a workbook for the annual self-study workshop and through campus visits and consultation by Commission staff.

Questions about the guide or the self-study process should be directed to the office of the Commission. To assist in further revisions of the guide, the Commission welcomes suggestions from those who use it. Please address questions or comments to

Commission on Institutions of Higher Education
New England Association of Schools and Colleges (NEASC)
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803

Direct line: 781-425-7785
Fax: 781-425-1001
Email: cihe@neasc.org
Website: http://cihe.neasc.org

U.S. REGIONAL ACCREDITATION: AN OVERVIEW

In the United States, accreditation is the primary process for assuring and improving the quality of higher education institutions. Accreditation of nearly 3,000 colleges and universities is carried out through a process known as 'regional accreditation,' a process of peer review based on standards set by the higher education community. Colleges and universities are evaluated on how well they meet these standards, in light of their mission. Following review by a team of peers, accrediting commissions determine the accreditation status of the institution and ensure follow-up and further evaluation as appropriate.

Regional accreditation oversees the quality of research universities; community colleges; liberal arts colleges; state colleges; religiously affiliated institutions; special-purpose institutions in the arts, sciences, and professional fields; military academies; historically black and Hispanic-serving institutions; and tribal colleges. Regionally accredited institutions are public and private, for-profit and not-for-profit, secular and religious, urban and rural, large and small, old and new, traditional and non-traditional. The quality of these colleges and universities – and the talent they have contributed to develop regional accreditation over the decades – means that regional accreditation is highly regarded around the world.

In the U.S., each of the regional commissions is recognized by the United States Secretary of Education and by the Council on Higher Education Accreditation. Regional accreditation is overseen by a professional staff for each commission, totaling slightly over 100 full-time employees nationally. Annually the work of accreditation is carried out by approximately 3500 volunteers who serve on visiting teams and on the commissions. These volunteers include college and university presidents, academic officers, faculty, and campus experts in finance, student services and library/technology. At least one of every seven commissioners is a member of the public unconnected with higher education.

Regional accreditation traces its roots to 1885. Today's enterprise is based on decades of experience and refinement, both leading and reflecting the development of American higher education. Current accreditation standards go beyond inputs and processes – for example, Do students have access to learning resources and are they using them? – to focus increasingly on outcomes: How well are students gaining skills of finding, evaluating, and using information? Over the past decade, regional accreditation commissions have been leaders in helping colleges and universities develop trustworthy and useful ways to understand what and how their students are learning and to use the results for improvement.

American higher education is known for its diversity. *The Economist*'s 2005 global survey of higher education praised the American system, noting "A sophisticated economy needs a wide variety of universities pursuing a wide variety of missions [and] the more that the state's role contracts, the more educational variety will flourish." Regional accreditation has provided the conditions and framework under which diversity – and quality – have flourished.

THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

The Commission has adopted the following statement affirming its mission:

> *The Commission develops, makes public and applies criteria for the assessment of educational effectiveness among institutions of higher education leading to actions on their institutional accreditation. By this means, the Commission assures the educational community, the public and interested agencies that accredited institutions have clearly defined objectives which meet criteria published by the Commission; that they have the organization, staffing, and resources to accomplish, are accomplishing, and can continue to accomplish these objectives. In addition, through its process of assessment, the Commission encourages and assists in the improvement, effectiveness, and excellence of affiliated institutions.*

The Commission consists of twenty-four members, who are elected at the annual meeting of the New England Association of Schools and Colleges for staggered three-year terms. A Commissioner may be elected for a second three-year term. Membership on the Commission is drawn from different types of institutions and the general public. By federal regulation, one of every seven Commissioners must be a member of the public without connection to higher education. Commissioners serve without compensation and meet in four regularly scheduled meetings each year, as well as at an annual retreat for discussion of topics critical to higher education. Various sub-committees may meet more frequently to facilitate the Commission's work.

PEER EVALUATORS

Accreditation is a system of peer review. The Commission has a database of about 2,000 evaluators -- full-time faculty members and administrators at accredited institutions who are qualified by their credentials and experience to apply Commission standards.

Commission staff consult with the institution being evaluated to determine the composition of the visiting team, in the light of each institution's specific situation and the Commission's requirement that all standards receive appropriate coverage. The team as a whole is chosen to represent diverse groups and talents from comparable institutions, as well as both experienced and new evaluators.

Evaluators are provided with intensive training prior to the evaluation visit. They are expected to make sound professional judgments, based on the *Standards for Accreditation*, that will help the Commission evaluate and enhance the quality of higher education in New England. All evaluators are responsible for excusing themselves from participating in any review that might represent or be perceived as a conflict of interest. For further information how the institution and its self-study are evaluated by peer evaluators, consult the Evaluation Manual, which is available on the Commission website http://cihe.neasc.org.

Chapter 1
COMPREHENSIVE EVALUATION

Accreditation is a non-governmental, non-profit, self-regulatory, peer review process based on rigorous standards. Colleges and universities are evaluated on how well they meet these standards, in light of their missions.

Because accreditation is a process of self-regulation, it requires that institutions engage periodically in a comprehensive and candid self-study of their own strengths and weaknesses. Self-study is at the heart of accreditation, serving both external and internal purposes: **quality assurance** and **institutional improvement** through rigorous self-analysis. It also provides a basis for the Commission's evaluation in accordance with its *Standards for Accreditation*.

THE STANDARDS AT A GLANCE

The *Standards for Accreditation* represent the Commission's articulation of the membership's expectations for quality in a system of self-regulation. Derived through a highly participatory process involving member institutions, the Standards were fashioned to afford institutions opportunities to be creative, innovative, and collaborative in approaching self-study and engaging in self-examination for purposes of institutional improvement.

The Standards are almost entirely qualitative rather than quantitative. Their non-prescriptive quality acknowledges the diversity of institutions of higher learning in New England and enables evaluation in light of institutional mission.

Eleven separate standards have been developed, each with specific detail and emphasis elaborated in a series of numbered paragraphs. The Standards set aspirational goals toward which institutions are expected to strive. Notwithstanding the importance of each of these discrete standards, the Commission's judgments about accreditation are made about the institution as a whole.

Following are the statements of each of eleven standards. The Standards in their entirety, with numbered paragraphs of further detail, can be found on the Commission website http://cihe.neasc.org. Print copies the *Standards for Accreditation* are available through the Commission offices.

STATEMENTS OF THE STANDARDS

Standard One Mission and Purposes
The institution's mission and purposes are appropriate to higher education, consistent with its charter or other operating authority, and implemented in a manner that complies with the Standards of the Commission on Institutions of Higher Education. The institution's mission gives direction to its activities and provides a basis for the assessment and enhancement of the institution's effectiveness.

Standard Two Planning and Evaluation
The institution undertakes planning and evaluation to accomplish and improve the achievement of its mission and purposes. It identifies its planning and evaluation priorities and pursues them effectively.

Standard Three Organization and Governance
The institution has a system of governance that facilitates the accomplishment of its mission and purposes and supports institutional effectiveness and integrity. Through its organizational design and governance structure, the institution creates and sustains an environment that encourages teaching, learning, service, scholarship, and where appropriate research and creative activity. It assures provision of support adequate for the appropriate functioning of each organizational component. The institution has sufficient independence from any sponsoring entity to be held accountable for meeting the Commission's Standards for Accreditation.

Standard Four The Academic Program
The institution's academic programs are consistent with and serve to fulfill its mission and purposes. The institution works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded. The institution sets a standard of student achievement appropriate to the degree awarded and develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program.

Standard Five Faculty
The institution develops a faculty that is suited to the fulfillment of the institution's mission. Faculty qualifications, numbers, and performance are sufficient to accomplish the institution's mission and purposes. Faculty competently offer the institution's academic programs and fulfill those tasks appropriately assigned them.

Standard Six Students
Consistent with its mission, the institution defines the characteristics of the students it seeks to serve and provides an environment that fosters the intellectual and personal development of its students. It recruits, admits, enrolls, and endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their program as specified in institutional publications. The institution's interactions with students and prospective students are characterized by integrity.

Standard Seven Library and Other Information Resources
The institution provides sufficient and appropriate library and information resources. The institution provides adequate access to these resources and demonstrates their effectiveness in fulfilling its mission. The institution provides instructional and information technology sufficient to support its teaching and learning environment.

Standard Eight Physical and Technological Resources
The institution has sufficient and appropriate physical and technological resources necessary for the achievement of its purposes. It manages and maintains these resources in a manner to sustain and enhance the realization of institutional purposes.

Standard Nine Financial Resources
The institution's financial resources are sufficient to sustain the quality of its educational program and to support institutional improvement now and in the foreseeable future. The institution demonstrates through verifiable internal and external evidence, its financial capacity to graduate its entering class. The institution administers its financial resources with integrity.

Standard Ten Public Disclosure
In presenting itself to students, prospective students, and other members of the interested public, the institution provides information that is complete, accurate, timely, accessible, clear and sufficient for intended audiences to make informed decisions about the institution.

Standard Eleven Integrity
The institution subscribes to and advocates high ethical standards in the management of its affairs and in all of its dealings with students, prospective students, faculty, staff, its governing board, external agencies and organizations, and the general public. Through its policies and practices, the institution endeavors to exemplify the values it articulates in its mission and related statements.

The full text of the *Standards for Accreditation* can be found on the Commission website http://cihe.neasc.org.

COMMISSION EMPHASES

Two themes permeate the *Standards for Accreditation*: **institutional integrity** and **institutional effectiveness**.

The Commission expects that institutions demonstrate their integrity by complying with standards and policies, acknowledging candidly their challenges, and engaging in open discussion with the Commission on ways they could improve. The Commission's Policy Statement on Institutional Effectiveness articulates the expectation that institutions' evaluation of their own effectiveness, including assessment of student learning, is systematic and ongoing.

One of the indicators of institutional quality is the capacity of the institution to evaluate its success in carrying out its purposes, with a primary emphasis on educating students, and using the results of that evaluation for improvement, through efforts that are

- **a regular part of the institution's agenda**, not just as part of an accreditation review;
- **approached thoughtfully** – not in a formulaic way – to reflect the institution's mission and character;
- focused on understanding **what and how students are learning**, reflective of the central purpose of the institution to educate students;
- **supported by the faculty, the president, and other institutional officers** and accorded appropriate levels of institutional support to produce useful findings;
- concentrated on **using the results for improvement**, principally of programs and services for students;
- **regularly reviewed and integrated** so that assessment and evaluation are not simply individual efforts but also contribute to a shared understanding of the institution's fulfillment of its purposes.

A THREE-PART PROCESS

The comprehensive evaluation has three distinct components:

- an institutional **self-study**, in which the institution evaluates how well it meets the Commission's *Standards for Accreditation* and makes realistic, specific projections for improvement;
- an **on-site evaluation** by a trained group of peers, which provides a valuable external perspective to the institution and to the Commission;
- a **review and decision** by the Commission.

The **institutional self-study** is a product that addresses the *Standards for Accreditation* and presents a clear, concise, accurate picture of the institution as a dynamic entity with a sense of its history, an understanding of its present, and a vision of its future. Self-study is also an intensive process that demonstrates the institution's capacity for reflecting candidly on its strengths and weaknesses and using that analysis for improvement. As such, self-study should be an integral part of ongoing planning and evaluation efforts, not an isolated phenomenon that occurs only when an evaluation team is expected.

The **on-site evaluation** by a group of faculty and administrators provides the institution and the Commission with a valuable external perspective. Evaluation team members are selected because of their experience at an institution comparable to the one being evaluated. They are trained by Commission staff to validate the self-study in light of the institution's mission.

Commission review of the self-study, team report, and any institutional response occurs at one of the Commission's four regular meetings each year. In addition, in keeping with federal regulations, the Commission seeks and considers public comments regarding each institution undergoing a comprehensive evaluation. The Policy and Procedures for Public Comments, including information for institutions about their role in soliciting public comment during the comprehensive evaluation, can be found on the Commission website http://cihe.neasc.org.

Chapter 2
SELF-STUDY: THE PROCESS

Undertaking a self-study is a major enterprise. The institution mobilizes its community – including faculty, staff, and students both on- and off-campus and in online programs, trustees, and others – to reflect on its effectiveness, to examine its strengths and areas in need of improvement, and to commit to specific methods for the resolution of problems identified. Done well, self-study is a rewarding experience for the entire institution.

Because it helps various constituencies come together with a common purpose – candid self-evaluation and direction-setting – self-study is well suited to the development of a comprehensive strategic planning process or the audit of quality assurance systems. The process can also be especially valuable during institutional transitions, expansions, and system changes, as it helps institutions define challenges and create plans for addressing them. Each institution is unique. An institution is free to orchestrate its self-study process in a manner appropriate to its own circumstances and community. The Commission does not prescribe a specific self-study process but expects that the effort will

- **focus on the institution as a whole**. The Commission accredits the entire institution, not departments, programs, locations, or means of instruction. However, the Standards require that all the institution's component parts be examined and that all locations and modes of offering its academic program be included. Ultimately, the information gathered through evaluation of each part is used to formulate an evaluation of the institution as a whole.

- **evolve from a plan of action**. Self-study involves detailed planning and consideration of its significance both within and beyond the home campus. It is best done with foresight and thoughtful structuring of the process to gain maximum benefit from the time and energy expended.

- **be an integral part of ongoing self-evaluation efforts**. The self-study should exemplify the institution's systematic process of analysis and self-improvement.

- **emphasize student achievement and success.** The central purpose of higher education is student learning. The self-study should pay particular attention to what the institution knows about student learning and how it seeks to improve student achievement.

- **evaluate overall institutional effectiveness**. An effective self-study report analyzes how well the institution functions. By identifying strengths and weaknesses along with plans for the future, the institution demonstrates the capacity to be forthright about how it meets its objectives and works to improve its performance in all areas.

TIME FRAME FOR THE SELF-STUDY

Self-study cannot be done well under rushed conditions. Preparation should begin at least eighteen months before the date of the team evaluation visit, and some institutions begin planning more than two years in advance. **Institutions are encouraged to invite a Commission staff member to come to campus early in the process** to meet with the steering committee and the faculty as they consider the nature of the enterprise and to help them to plan it advantageously.

Though the self-study is completed prior to the arrival of the visiting team, its impact lives on long after. Accreditation is an ongoing relationship and dialogue with the Commission, rather than a single event. A well-planned comprehensive self-study, visiting team evaluation, Commission decision, and follow-up processes can encompass three to five years. These activities should be seen as intertwined with other institutional planning and evaluation. To the extent possible, they should build on and enhance existing resources, processes, and data.

ROLES FOR VARIOUS CONSTITUENCIES

A self-study by its very nature is a complex project that requires perspectives from various institutional constituencies. Widespread institutional participation is likely to lead to the most beneficial results. Committees should be organized so that ultimately their work represents the institution as a whole, including off-campus locations, distance education, and all student and faculty populations. Institutions should also consider how to involve the governing board, administrative staff, alumni, and other significant institutional groups.

The president's role is to set the tone and provide the appropriate context conducive for pursuing self-study. He or she needs to stimulate interest, encourage participation, be involved without dominating the process, and see that the results of the effort are channeled into planning, evaluation, and decision-making processes. Typically, the president first appoints a chair to lead the steering committee.

The self-study chair should be an active, interested person with extensive knowledge of the institution. The chair plans and oversees the work of various committees, suggests approaches, and assumes the responsibility for having the final report edited. Being a chair, with its demands on time and energy, is a major assignment. It is also a rewarding and valuable one. Some institutions appoint co-chairs, typically a senior academic officer and a faculty member.

The steering committee should be representative of faculty, administration, and, as appropriate, students. Since its role is to help the chair coordinate the self-study process, its members should be familiar with Commission standards and be well-informed about the institution so that it can initiate ideas and suggest cross-references. It will shepherd the narrative from a collection of committee reports to an institutional report with one voice. The steering committee, or its designee(s), should have clear editorial authority to reduce the total materials submitted to a 100-page narrative. A clear and concise self-study is most useful to the institution, the evaluation team, and the Commission.

STEPS TO AN EFFECTIVE PROCESS

Once a steering committee and self-study chair (or co-chairs) have been determined, they should begin planning for the activities ahead.

1. **Review the *Standards for Accreditation* and recent communication from the Commission to the institution**. A broad understanding of the Standards will help provide an overview and set of boundaries for the self-study. The Commission's most recent notification letter will highlight any areas that the institution should address with special attention.

2. **Determine what self-study committee structures will best serve the institution**. The steering committee plays an essential role in ensuring coordination among the committees and in bringing to the fore the most important themes identified in the self-study. The steering committee may serve as a group of overseers, with other committees or task forces addressing each of the standards individually. Or it may be composed of the chairs of the committees for each standard. A third approach is to charge already existing campus committees with gathering the information for the standard in their area. There is no correct way. The goal is to create an effective means for the institution to analyze itself.

3. **Encourage wide participation**. Opportunities for committee participation, input to the document, regular information sharing, and timely feedback help keep the institution – including off-campus populations such as trustees, online students and faculty, and alumni – motivated and aware of the purpose of the self-study. An inclusive process ensures that the whole community understands and takes responsibility for the entire report.

4. **Adopt a definite timetable**. Plan backward. Give enough lead time for tasks to be accomplished and insist that such a timetable be maintained. Set a publication date for the self-study report at least ten weeks before the team is due so that it can be in the hands of the evaluators six weeks before the campus visit. Having determined the completion date, allow at least a month preceding that for final editing and duplicating. Then work back toward the beginning, allowing the necessary intervals for each stage. Keep in mind what a major undertaking this is and how many people will be involved. While self-study must deal with separate aspects and components of the institution's life, it must also focus on the institution's total effort and overall educational impact, and with the efficiency of each of its units. That takes time.

5. **Ensure that each committee becomes especially familiar with the standard to which it has been assigned and the relevant Data First forms**. Committees evaluate institutional components encompassed by the standard, using data to support their evaluation. They should reserve the majority of time and attention to in-depth analysis of how well the institution meets the standard.

6. **Gather data and evidence early**. The Commission expects that assertions in the self-study will be supported by data and other evidence. Self-study is an ideal occasion to evaluate existing institutional research and consider whether the

institution would benefit from additional measurements. An inventory of assessment efforts, using the Commission's E forms and the measures of student achievement in the S forms, can form a baseline for discussion of how results have been or should be used for improvement. Committees should complete the relevant Data First forms for their chapters before beginning to write the narrative. To demonstrate thorough analysis of that data, information from the forms should be integrated into the narrative where appropriate.

7. **Work from the start to promote reflection and a "culture of inquiry**. " Encourage all committees to be inquisitive, to question assumptions, and to debate multiple perspectives on institutional issues. Self-study can bring the institution into focus, emphasizing relationships and performance within units, stimulating healthy cross-fertilization of ideas, and encouraging data-based decision-making. Based on their analysis of institutional strengths and areas for improvement, committees will be developing projections outlining concrete plans to address problems, enhance strengths, and deal with anticipated changes. The most useful projections are not "wish lists" but specific institutional commitments to improve.

8. **Make sure that the self-study content includes all students, all locations, all modalities of instruction, and any planned substantive changes.** Full- and part-time, residential and commuter, off-campus, correspondence, and online students are an integral part of an institution. Services and programs are held to the same standard of quality, no matter where in the institution they take place. Multiple instructional locations or contractual relationships with non-regionally accredited groups may be involved. The institution may be planning a significant change. Some changes require Commission approval prior to implementation. The Policy on Substantive Change can be found on the Commission website http://cihe.neasc.org. Consult with Commission staff for further information.

9. **Allow sufficient time for editing so that the narrative speaks with "one voice."** The self-study is an institutional document, not a collection of departmental views. Involving the final editor early and allowing adequate time for synthesis will help ensure a cohesive story.

10. **Confirm that all accreditation-related federal requirements related to Title IV participation are fulfilled.** The Policy on Institutional Responsibilities Under Title IV and the required Affirmation of Compliance form can be found on the Commission website http://cihe.neasc.org.

Chapter 3
SELF-STUDY: THE PRODUCT

The self-study needs to be a holistic and integrated document. Though driven by eleven separate and distinct standards for accreditation, and created in parts, the final self-study should reflect the unified totality of one institution, not a checklist response to the Standards. Its content, tone, structure, and supporting documents need to "tell the institution's story." The whole should indeed be greater than the sum of the parts.

CONTENT

Like all narratives, the self-study report includes over-arching themes, supporting detail, and a proper balance of quantitative and qualitative evidence for its assertions. Adequate attention may be paid to institutional history, but the focus is on present circumstances and future directions.

The narrative content is organized in chapters, each of which is a three-part response to one of the standards. The Commission asks institutions to use the analytical framework of **Description - Appraisal - Projection** to organize complex content most effectively. The triad of Description – Appraisal – Projection raises three questions: What does the institution do to meet the standard? How well does it meet the standard? What commitments does it make to improve? Following this format allows the institution to show concisely how it evaluates itself today and plans for the future.

- ***Description.*** A realistic and objective presentation of the present status of the institution with respect to each standard. The team and the Commission need a comprehensive understanding of how the institution operates. Concise summaries are most effective; extensive details can be provided in workroom documents.

- ***Appraisal.*** A thorough analysis and evaluation of institutional practices in a given area, recognizing both achievements and areas for improvement. It should include sufficient evidence so that the reader understands the basis on which the evaluation has been made. This critical and candid self-judgment forms the single most significant internal activity in the entire self-study process. It requires deliberation and critical thinking. The visiting team and the Commission will pay particular attention to the judgments made in the Appraisal section, for these provide insight into the internal planning and management of the institution's resources to achieve its objectives. Equally important, the Appraisal section demonstrates the accuracy of the institution's self-image and its integrity in identifying areas for improvement.

- ***Projection.*** Specific, realistic institutional commitments to maintain and enhance strengths and to address areas of concern. In accordance with the Commission's overall view that self-study is inextricably linked to planning, projections are expected to be part of the institution's planning process and represent concrete commitments over the next several years.

The Commission wishes to be assured that institutions evaluate themselves systematically and regularly on all the standards. Therefore, institutions are asked to include in each chapter a clearly marked section on **institutional effectiveness**. Distinct from the Appraisal section, which is an evaluation itself, the institutional effectiveness section identifies the structures or mechanisms in place to conduct evaluation on a systematic and ongoing basis, not just periodically in a self-study. This section is typically found at the end of each chapter. Visiting teams use this section to create an institutional effectiveness summary in their reports.

TONE

Neither dry nor lofty, the tone of a self-study narrative should illustrate the institution's unique character and its capacity for analysis. Candor is considered a sign of that capacity. To be candid with the Commission, the institution must be candid with itself, balancing pride in its accomplishments with frank self-evaluation.

STRUCTURE

To ensure that institutional information is complete and readily accessible to the Commission and the visiting team, institutions are asked to include in their self-study all seven components below. All required forms are available on the Commission website http://cihe.neasc.org.

1. Cover page
Identify the institution and the date.

2. Table of Contents
Paginate the document sequentially, not chapter-by-chapter, and provide the reader with an easy way to find various elements.

3. Institutional Characteristics Form
The form provides the team and the Commission with a concise and factual summary of key institutional data.

4. Introduction (2-3 pages)
A brief description of the campus self-study process affords insight into how various constituencies (faculty, administration, staff, students, trustees) participated in the self-study and how they were organized and undertook their task. In addition, the introduction should discuss the goals of the self-study and the extent to which they were achieved.

5. Table of CIHE Actions, Items of Special Attention, or Concerns (outline CIHE concerns since Fifth Year Report.
Include: 1) date of CIHE letter; 2) detailed actions, items of special attention, or concerns; 3) CIHE Standards cited for each matter; 4) Self-Study page number where each matter is addressed.

6. Institutional Overview (5 pages)
A summary description of the institution, its history, current context, and the themes and findings of the self-study. Explain any structural, programmatic, and financial issues. Identify major institutional changes since the last Commission review. This important section introduces the institution to the reviewer and previews the major themes and accomplishments of the self-study.

7. Narrative (maximum 100 pages)
A response to the *Standards for Accreditation* in no more than 100 single-spaced pages. The three-part (Description-Appraisal-Projection) format applies to the chapter as a whole. The eleven standards vary in length, degree of detail, scope, and complexity. The Commission requests that institutions use the subheadings provided in many standards to organize the chapters and to ensure that no required information is missing.

Data First forms for each chapter are to be bound into the chapter. (They need not be paginated.) These statistical profiles assist the Commission and the team to evaluate trends over several years that reveal an accurate picture of where the institution is today, what changes have occurred, and how the institution will look in the foreseeable future. Institutions are encouraged to incorporate information from the Data First and E&S forms into the narrative. Charts and graphs are also useful for presenting trend data and summarizing complex information concisely.

8. Appendices
The final section of the self-study includes important materials that complement and support the narrative.

- **Affirmation of Compliance with federal requirements of Title IV**

- **Data Forms on Student Achievement and Success (E & S forms).** For the E forms, institutions choose one of the four options. For the S forms, institutions complete each one that applies. All institutions are expected to complete S1 and S2; many will also be able to complete S3. Some institutions will also complete S4.

- **Most recent audited financial statements**

- **Auditor's management letter**. (The management letter contains the auditor's specific recommendations to the institution on its financial controls and practices. It is not the "independent auditor's report.")

- List of supporting documents available in the workroom or provided electronically

Please note that elaborate bindings of the self-study are not necessary; simple spiral binding is preferred. Hard-cover binders are removed before the self-study is sent to Commission and then archived.

SUPPORTING DOCUMENTS

Self-study assertions are expected to be validated by concrete evidence within the text and in supporting documents. The nature of these supporting documents is varied, tending to fit the Description - Appraisal - Projection framework used in the narrative. Some describe institutional facts and activities; some appraise or evaluate those activities; some project, or plan for the future.

Each institution is unique. The list below offers only some examples of the types of documents found at every institution. Many apply to more than one standard, and an institution will certainly have additional pieces of evidence and supporting documents. A list of suggested documents to support each standard can be found on the Commission website http://cihe.neasc.org.

DOCUMENTS OF *DESCRIPTION*

- ✓ Institutional charter, license to operate
- ✓ Institutional and program catalogs
- ✓ Enrollment trends; graduation and retention rates
- ✓ Statistics on library and technology usage
- ✓ Faculty, staff, student, Board handbooks, bylaws, and orientation materials
- ✓ Contracts with outside agencies, vendors
- ✓ Policies on academic freedom; plagiarism; award of credit; award and transfer of credit; research ethics; conflict of interest; non-discrimination; grievance procedures; student complaints, faculty hiring, evaluation, promotion, and tenure; Board evaluation of CEO; risk management; investment and endowment spending; financial aid; faculty workload; IT security, etc.
- ✓ Departmental annual reports (These are sometimes also appraisal)
- ✓ Minutes of committee meetings, faculty senate, Board meetings
- ✓ Faculty cv's and syllabi; job descriptions for senior administrators
- ✓ Board membership and affiliations
- ✓ Expected student learning outcomes for general education
- ✓ Academic calendar

DOCUMENTS OF *APPRAISAL*

- ✓ Reviews of mission statement
- ✓ Board self-evaluations
- ✓ Studies of student achievement and success
- ✓ Evaluations of advising system
- ✓ Analyses of student participation in athletics, arts, student government
- ✓ Satisfaction surveys, course evaluations
- ✓ Evaluations of management information systems, reliability, security
- ✓ Cost/revenue studies by location, program, mission element
- ✓ Evaluations of use and effectiveness of policies and procedures
- ✓ Program reviews of academic and non-academic units
- ✓ Placement studies of graduates
- ✓ Studies of alumni accomplishments, IT proficiency, AHANA programs
- ✓ Impact studies of endowment, community service, financial aid
- ✓ Analysis of retention and graduation of specific populations (e.g., first-generation, transfer students, AHANA students, online students, athletes)
- ✓ Records and reports regarding institutional handling of student complaints

DOCUMENTS OF *PROJECTION*

- ✓ Mission statements, strategic plan, vision statements
- ✓ Financial Plan, plans to retire debt, fundraising plans
- ✓ Academic Plans, outcomes of program reviews
- ✓ IT Plan, Facilities Master Plan, Library plans for collection development
- ✓ Case statements for grant proposals, capital campaigns
- ✓ Student and faculty recruitment plans and budgets
- ✓ Board goals
- ✓ Scheduled program reviews and specialized accreditations
- ✓ Technology training programs
- ✓ Deferred maintenance list and plans for addressing
- ✓ Budget allocations and requests by departments, divisions

THE WORKROOM

Key institutional documents gathered to support the self-study are organized in a comfortable workroom where the visiting team can work and confer during the campus visit. The workroom typically contains paper copies of (or electronic access to) all documents referred to in the self-study, other relevant materials.

Institutions are encouraged to consider creating an entirely electronic "workroom" that can be accessed by the team prior to the visit, thereby offering an opportunity for early preparation and more productive use of time on campus. Electronic workrooms may be created in a variety of ways -- on a secure website or flashdrive, for example. Electronic workrooms require detailed planning and organization, but they can save paper and storage space, in addition to providing a valuable continuing archive for the institution.

Whether the workroom consists of paper or electronic materials, coordinators will want think carefully how to organize and cross-reference documents so that they are easily accessible to all members of the team.

The team will require a physical space in which to work privately during the campus visit. The workroom should be a comfortable, lockable meeting space set aside for the team's exclusive use during the visit. It should be equipped with a phone, computer(s) and printer(s), campus directory, basic office supplies, and occasional refreshments.

Chapter 4
SELF-STUDY OPTIONS

Higher education institutions in New England, like those throughout the United States, differ considerably from one another. The Commission recognizes that institutional responses to addressing the *Standards for Accreditation* will differ as well. The traditional self-study format, with its eleven-chapter narrative, can convey a wealth of information succinctly. It works well for most institutions.

Nonetheless, there may be circumstances when it would be advantageous for an institution to take a different approach. The Commission is open to considering innovative ways for institutions to demonstrate quality with respect to the Standards, provided that the self-study created includes required information in a format that can be used effectively by the visiting team and the Commission.

TRADITIONAL FORMAT WITH VARIATIONS

There are many ways to adapt a uniform format to a unique institution. An institution may choose to incorporate slight variations to the traditional eleven-chapter narrative in order to provide deeper insight into its unique situation. Such variations could include:

- The addition of a twelfth chapter, in the Description - Appraisal - Projection format, expanding on a discrete topic of particular relevance.

- The addition within a chapter of a set piece (generally ten pages or less, created for some other purpose) that expands on institutional philosophy, plans, or challenges. Examples might include an executive summary of a strategic plan; an excerpt from a case statement for a grant proposal for changes to the academic program; or a vision statement for sharpening the mission.

- The weaving of an important theme – e.g., creativity, diversity, access, research – throughout most or all eleven chapters to create a coherent overarching institutional "story."

The list above is not exhaustive. Institutions are free to suggest innovations in their self-study reports provided that there is a compelling case for doing so. Regardless of the approach adopted, <u>all eleven standards must be addressed, and the narrative must fit within the 100-page limit.</u>

THE SELF-STUDY WITH AREAS OF EMPHASIS

A special alternative to the traditional self-study is the Self-Study with Areas of Emphasis. Generally related to a major institutional planning effort, the Self-Study with Areas of Emphasis includes all the elements of a traditional self-study plus a substantive addition. The narrative is formatted in two parts. In the first part, the institution addresses in a concentrated way how well it meets each of the Commission's *Standards for Accreditation.* The second part is a more expansive examination of up to three salient and challenging issues, designed to enhance institutional performance in these areas. Both

sections are organized along the Description - Appraisal - Projection format. Because of the centrality of the academic program to the accreditation endeavor, the academic program (or a significant aspect of it) must be one of the areas studied.

The responses to the eleven standards are somewhat compressed to allow room for the more expansive treatment of the areas of emphasis. A Self-Study with Areas of Emphasis is expected to yield greater analytical depth and breadth across the institution. Such a self-study is challenging, and it requires greater coordination and focus to accomplish successfully.

In determining whether a Self-Study with Areas of Emphasis is appropriate, an institution should consider the following:

- Are there important institutional issues that warrant this kind of intensive examination?
- Do conditions prevail in the life cycle of the institution that make the timing right to engage in self-examination with respect to these issues?
- Are other areas of the institution strong and settled enough to be represented well without the intense focus of the traditional 12-18 months of analysis?
- Does the institution have in place effective planning and evaluation mechanisms that can be used to demonstrate that it meets the *Standards for Accreditation* without using the traditional comprehensive self-study format?

Institutions wishing to consider this option should first discuss the possibility with a member of Commission staff. If there is an agreement that conducting such a self-study is desirable, the institution should submit a proposal to the Commission office answering the following questions:

- What is the rationale for undertaking the Self-Study with Areas of Emphasis?
- What is the institution's capacity (depth of institutional research, consensus on existing strengths and challenges, etc.) to address the Standards in a compressed format?
- What will be the areas of emphasis and how are these related to the Commission's *Standards for Accreditation*?
- How will the areas of emphasis be studied?
- What will be the structure of the document to be presented to the visiting team and the Commission?

A Self-Study with Areas of Emphasis requires

- ✓ **Approval of the proposal by Commission Staff**
- ✓ **Review of a rough draft at least six months prior to submission**

CHALLENGES TO AN ALTERNATIVE APPROACH

Variations to the traditional self-study format can be especially useful to institutions at certain moments in their history, but they are considerably more laborious. Institutions considering alternatives should consult closely with Commission staff to ensure that their self-study remains focused and deals adequately with the Standards.

Whatever the approach, the Commission expects that the self-study process and resulting report will be undertaken in a thoughtful and deliberative manner that fulfills the basic purposes of accreditation: quality assurance and institutional improvement. It is also important that the self-study address broad institutional issues and provide a basis for judgment regarding fulfillment of the *Standards for Accreditation*.

Chapter 5
INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT

One of the major themes permeating the *Standards for Accreditation* is institutional effectiveness. The Commission on Institutions of Higher Education defines institutional effectiveness as *the capacity of an institution to assess, verify, and enhance the fulfillment of its mission and purposes, giving primary focus to the attainment of its educational objective*s. Considered one of the essential elements of institutional quality, institutional effectiveness speaks to the dual purposes of accreditation – accountability and improvement.

Institutional effectiveness serves as a useful framework for institutions to use the Standards in an aspirational way. The Preamble to the *Standards for Accreditation* indicates that the self-study is dedicated to "demonstrating that the institution meets the Standards and that it has effective means to ensure institutional improvement. This system of accreditation is based on institutions agreeing to participate in and to accept and profit by an honest and forthright assessment of institutional strengths and weaknesses."

The foundation for institutional effectiveness is contained within the standard on *Planning and Evaluation*:

2.2 *Institutional research is sufficient to support planning and evaluation. The institution systematically collects and uses data necessary to support its planning efforts and to enhance institutional effectiveness.*

2.3 *The institution plans beyond a short-term horizon, including strategic planning that involves realistic analyses of internal and external opportunities and constraints. It plans for and responds to financial and other contingencies, establishes feasible priorities, and develops a realistic course of action to achieve identified objectives. Institutional decision-making, particularly the allocation of resources, is consistent with planning priorities.*

2.5 *The institution regularly and systematically evaluates the achievement of its mission and purposes, giving primary focus to the realization of its educational objectives. Its system of evaluation is designed to provide relevant and trustworthy information to support institutional improvement, with an emphasis on the academic program. The institution's evaluation efforts are effective for addressing its unique circumstances. These efforts use both quantitative and qualitative methods.*

2.7 *Based on verifiable information, the institution understands what its students have gained as a result of their education and has useful evidence about the success of its recent graduates. This information is used for planning and resource allocation and to inform the public about the institution.*

Implicit in these criteria is the Commission's expectation that institutional effectiveness is demonstrated through an ongoing cyclical process that involves aligning priorities and program goals to mission; gathering evidence to ascertain attainment of those goals; interpreting that evidence; and using analysis to inform decision-making that enables continuous improvement.

ADDRESSING INSTITUTIONAL EFFECTIVENESS IN THE SELF-STUDY

Through the self-study, the institution is afforded an opportunity to discuss and examine its efforts to ensure institutional effectiveness both for each standard and in a more integrated way for the institution as a whole. In both instances, the institution needs to go beyond discussing evaluative processes and relate how it actually makes use of the results of its various institutional effectiveness efforts. Examples that describe specific results and the way the results have affected planning, decision-making, and resource allocation are most useful.

The Commission asks that the self-study chapter on *Planning and Evaluation* provide an overall summary and analysis of institutional effectiveness efforts and how the results of evaluation are used for improvement. Through this discussion, the institution should explain how it determines its institutional effectiveness priorities, collects evidence, undertakes the interpretation of such evidence, and uses the gathered information in various decision-making processes to make changes and improvements throughout the institution. The chapter also affords the opportunity to examine the extent to which the institution has moved from isolated and sporadic efforts in planning and evaluation to the development of practices and systems that are more comprehensive, systematic, and integrated – and thus more useful to the institution.

In keeping with its function of quality assurance, the Commission asks that the self-study chapters on *Planning and Evaluation* and *The Academic Program* describe and assess the measures used to determine that the institution's mission and purposes are being met. An important component of this effort should be the presentation of aggregate evidence of institutional accomplishment. The institution should also explain how it will more effectively demonstrate mission-related outcomes.

One fundamental purpose of the Commission's focus on institutional effectiveness is to cultivate within an institution a habit of inquisitiveness, both formal and informal, about the institution's own effectiveness and a corollary commitment to make meaningful use of the results of that curiosity. In a "culture of inquiry," institutional deficiencies can be recognized and corrected. Equally important, institutional strengths can be preserved, strengthened, and celebrated. While each college or university is autonomous in establishing its own goals, all must strive to verify that they are achieving their purposes as a condition of accreditation. In that way, the accountability function of accreditation is served.

ASSESSMENT OF STUDENT LEARNING

The Commission works to keep its dual responsibilities of quality assurance (the public role) and quality improvement (the private role) in balance. Nowhere is this dual role more in play than in the area commonly summarized by the term "student assessment." The Commission's *Standards for Accreditation* speak to assessment as the means for improving the academic program and services for students. At the same time, the Standards speak to the Commission's public responsibility for ensuring an appropriate level of student success and in making the results used and known – part of its responsibility as being recognized by the federal government as a reliable authority on the quality of education.

The Commission expects institutions to be explicit in their self-studies about how they assess student achievement and success, with the following assumptions:

- Given the diversity of institutions in New England, there is no single way to carry out assessment. The accreditation system is best served when institutions choose the assessment method that fits their mission;

- Greater clarity in institutional reporting of assessment will be useful to institutions, visiting teams, and the Commission;

- The Commission offers clear choices, subject to alternatives proposed by the institution and changes over time by the Commission, based on its experience;

- The Commission's approach should stimulate greater coherence in institutional approaches to assessment and greater collaboration among institutions.

Data on student achievement and success (the E & S series) are to be completed, analyzed, and included with each self-study. It is expected that analysis of data on the E&S series will be integrated in the narrative. The forms for reporting data on student achievement and success can be found on the Commission website http://cihe.neasc.org.

Within the standard on *The Academic Program*, assessment is a core component. Specific to assessment of student learning, institutions demonstrate that they meet the Commission's criteria for institutional effectiveness through a process that articulates expected student outcomes, gathers and interprets evidence regarding what and how students are learning, and uses these interpretations to enhance teaching and learning and to inform institutional decision-making in order continually to improve students' learning experiences and their outcomes. The following numbered paragraphs provide more explication of the standard:

4.48 *The institution implements and supports a systematic and broad-based approach to what and how student are learning through their academic program and experiences outside the classroom. Assessment is based on clear statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. Assessment provides useful information that helps the institution to improve the experiences provided for students, as well as to assure that the level of student achievement is appropriate for the degree awarded.*

4.49 *The institution's approach to understanding student learning focuses on the course, program, and institutional level. Evidence is considered at the appropriate level of focus, with the results being a demonstrable factor in improving the learning opportunities and results for students.*

4.50 *Expectations for student learning reflect both the mission and character of the institution and general expectations of the larger academic community for the level of degree awarded and the field of study. These expectations include statements that are consistent with the institution's mission in preparing students for further study and employment, as appropriate.*

4.51 *The institution's approach to understanding what and how students are learning and using the results for improvement has the support of the institution's academic and institutional leadership and the systematic involvement of faculty.*

4.52 *The institution's system of periodic review of academic programs includes a focus on understanding what and how students learn as a result of the program.*

4.53 *The institution ensures that students have systematic, substantial, and sequential opportunities to learn important skills and understandings and actively engage in important problems of their discipline or profession and that they are provided with regular and constructive feedback designed to help them improve their achievement.*

4.54 *The institution uses a variety of quantitative and qualitative methods and direct and indirect measures to understand the experiences and learning outcomes of its students, and includes external perspectives. The institution devotes appropriate attention to ensuring that its methods of understanding student learning are trustworthy and provide information useful in the continuing improvement of programs and services for students.*

Given that the achievement of defined educational objectives is central to the purpose of every institution of higher learning, the Standards also speak explicitly to the need to verify the competence of students and graduates. It is by no means the Commission's intent to assess and certify such competence for individuals. Rather, institutions meet the Commission's criteria for assessment of student learning by

- Articulating expected student outcomes;
- Gathering and analyzing evidence of what and how students are learning;
- Using these analyses to enhance teaching and learning and to inform institutional decision-making to improve student success.

PROVIDING EVIDENCE OF STUDENT LEARNING

Evidence of student learning can be collected through both direct and indirect methods during students' undergraduate and graduate careers and after graduation.

Direct methods reveal student attainment of knowledge, abilities, skills, attitudes, and values. Other terms used for direct methods of assessment include "performance assessment," "authentic assessment" or, when integrating assessment with instruction, "embedded assessment."

Indirect methods gather the perceptions of students and others about what students have learned, and opinions and reflections about the teaching and learning process as well as indications of what factors affect student learning.

Using a combination of direct and indirect methods offers complementary information regarding <u>what and how students learn</u>. The following examples illustrate the different kinds of evidence of student learning that institutions may gather:

Methods that can provide DIRECT EVIDENCE of student learning

- Locally developed tests administered program- or institution-wide
- Standardized tests
- Pre- and post-tests
- Essay tests blind scored across units
- Internally and externally juried review of student projects, internships
- Performance on national licensure examinations
- Collections of student work (e.g., portfolios)
- Course-embedded assessment

Methods that can provide INDIRECT EVIDENCE of student learning

- Alumni and employer surveys
- Student surveys, focus groups
- Exit interviews with graduates
- Participation rates in internships, study abroad, other enrichment programs
- Graduate follow-up studies
- Percentage of students who go on to graduate school
- Admission rates to selective programs at the higher degree
- Student performance in disciplinary and professional competitions
- Retention and transfer studies; job placement statistics

Simply collecting evidence of student learning is insufficient. Assessment should be part of an ongoing process of improving teaching and learning, a "feedback loop."

Institutions seeking further guidance on institutional effectiveness and assessment are encouraged to attend the Commission's Assessment Forum, held each December at NEASC's Annual Meeting. Nationally recognized experts in the field of institutional effectiveness and assessment present examples of good practice from institutions throughout New England. Information about the Forum, including past programs and presenters can be found on the Commission website under "Assessment Resources."

Chapter 6
SELF-STUDY SUBMISSION

The self-study report has three audiences: the visiting team, the Commission, and the institutional community. Since the self-study may be a reader's first impression of the institution, it should be complete, well-written, and delivered with adequate lead time before the campus visit.

VISITING TEAM

At least six weeks prior to the visit, the institution mails each member of the visiting team:

- a copy of the full self-study (narrative, data forms, appendices)
- current institutional catalog(s) (or URL if catalog is only electronic)
- a list of documents that will be available in the workroom (or electronic access to those documents)

COMMISSION

At the same time, the institution provides to the Commission:

- an electronic copy of the self-study narrative, data forms, and appendices, in a single pdf file (workroom documents need not be included)
- four (4) paper copies of the full self-study
- four (4) institutional catalogs (or URL if catalog is only electronic)

.

The mailing address and contact information for the Commission are:

Commission on Institutions of Higher Education
New England Association of Schools and Colleges
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803

Direct line: 781-425-7785
Fax: 781-425-1001
Email: cihe@neasc.org
Website: http://cihe.neasc.org

INSTITUTIONAL COMMUNITY

The Commission strongly urges that the self-study be widely distributed to the institutional community (including students and faculty at branch campuses and online, alumni, and trustees) well before the evaluation team arrives for its site visit. Many institutions post self-studies on their websites for easier distribution.

The self-study represents a significant commitment of institutional time and resources. Ideally, it is a living document that sets the stage for the institution's future development. After the evaluation team has departed, the narrative (particularly the Appraisal and Projection sections) can be used to guide planning activities and promote continuous improvement.

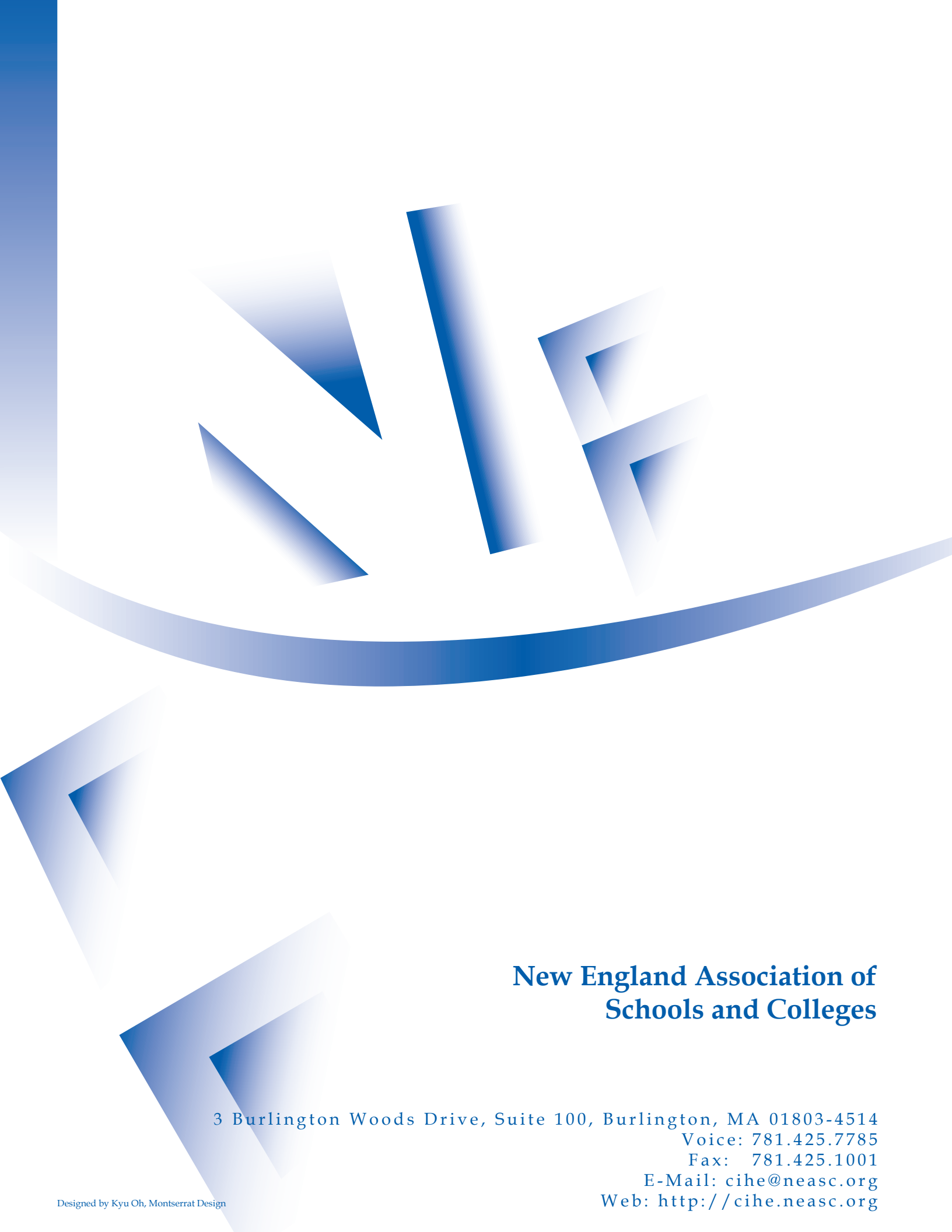
Chapter 7
STAFF ASSISTANCE

Commission staff assist institutions undergoing self-study in several ways. Each year in October, the Commission offers a Self-Study Workshop intended for institutions preparing for comprehensive evaluations in two years' time. (Institutions three years out are invited to send a "scout.") Participating in the workshop are presenters who have experienced the various facets of the accreditation and self-study process through service as self-study chairs, as visiting team members, or as presidents of institutions recently evaluated. The workshop is designed for teams of key individuals who will be most intimately involved in organizing and directing the self-study, and it provides a valuable opportunity to learn more about the intricacies and complexities involved.

A second workshop is provided to institutions in the semester before self-studies are due to the Commission. Held at the Commission offices in small-group format, this half-day discussion focuses on the challenges of preparing the final version of the self-study and hosting the visiting team.

From the time of the Self-Study Workshop, through the period of intense institutional self-examination involved in self-study, and even during the evaluation team's visit, questions arise and concerns surface. Commission staff are available to assist at any time. The most common requests for assistance include a staff presentation or consultation on campus and staff review of a draft of the self-study report.

At any time, please know the staff are only a phone call away. Names of staff and their direct phone lines and email addresses are on the Commission website http://cihe.neasc.org. No question is unworthy of being asked as an institution undergoes this intensive and important process. Through discussion in person during the course of staff site visits, over the telephone and via correspondence and e-mail, every effort is made to ensure that self-study is a fulfilling experience and that the individuals and the institution are able to reach their fullest potential for self-improvement through that effort.



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Appendix 6.a

THE LONG RANGE PLAN 2010–2015

PUTTING THE ACADEMIC PLAN INTO ACTION

OUR MISSION

To educate students for a life of fulfillment and accomplishment.

To create and translate knowledge to meet global and societal needs.

OUR ACADEMIC PLAN

Enhance Student Outcomes through Experiential Learning.

Address Global and Societal Challenges through Interdisciplinary and Translational Research.

Enrich Intellectual Life and Creative Expression.

Strengthen Urban Engagement.

Embrace Global Opportunities.

THE ACADEMIC PLAN IN ACTION

Our Academic Plan, developed over the course of several months of University-wide discussion, study, review, and refinement, articulates a strategic vision for Northeastern University.

To translate that vision into action, we have developed this five-year Long Range Plan. It advances a new model for excellence in higher education, based on leadership in global experiential education and use-inspired research.

The plan covers four primary areas of focus—education, research, faculty, and the student experience—and is grounded in the Northeastern values of innovation and connection to the world.

In each of these sections, we outline a series of proposed goals and action steps, as well as selected metrics by which we will measure our progress. We conclude with a section outlining our estimate of the resources and infrastructure investments that will be necessary to achieve our goals.

Because the plan must be dynamic and evolve to meet future needs, we invite the Northeastern community to take the time to review these planning proposals and provide feedback—either by e-mail at lrp@neu.edu or at an upcoming Long Range Plan discussion session. You helped us develop our vision for Northeastern. Help us bring the vision to life.

EDUCATION

EXPANDING GLOBAL EXPERIENCE AND STUDY TO TRANSFORM LEARNING

Northeastern continuously evolves to meet the needs of succeeding generations of students. In today's changing educational and economic landscape, global understanding is critical to success, the master's degree is the new bachelor's, and adult learning is on the rise. Students expect greater choice, flexibility, and challenge, and they demand degree programs that prepare them for a lifetime of learning.

Under the Long Range Plan, we will build on our existing strengths in student-centered learning to transform education for talented students from around the world.

UNDERGRADUATE EDUCATION

GOALS

- Enrollment of high-talent students continues to rise
- High retention and graduation rates
- Broader range of innovative, flexible degree programs
- Global experience opportunities for every undergraduate
- Honors Program aligned with University strengths in global experiential learning and interdisciplinary, use-inspired research

ACTION STEPS

- Increase logistical support for global co-ops; launch the Presidential Global Scholars program to provide greater financial support
- Establish new interdisciplinary programs of study linked to emerging fields
- Redesign the Honors Program, aligning it with University research themes and priorities
- More closely integrate classroom studies and experiential learning
- Expand co-op by adding a formalized four-year option
- Continue to diversify the breadth of co-op, nationally and internationally

SELECTED METRICS

- Quality of applicants
- Quality of experiential placements and of completed experiential activities
- Outcomes-based assessment in capstone courses
- Recent graduates' assessment of career preparation
- Rankings of undergraduate programs

MASTER'S AND PROFESSIONAL EDUCATION

GOALS

- Further increase in number of flexible, high-quality degree programs that align with emerging fields and new career opportunities
- More master's programs with experiential learning opportunities
- Greater options for online degrees and combined bachelor's/master's programs

ACTION STEPS

- Continue to develop new programs in interdisciplinary fields where we have a competitive advantage
- Expand options for online and hybrid delivery of educational offerings
- Develop a strategic approach for leadership in professional master's programs for working adults
- Streamline our application processes and evolve our graduate education management infrastructure

SELECTED METRICS

- Graduate applications, enrollments, and yields
- Number of master's programs with experiential learning components
- Quality of post-degree placements
- Licensure rates and national exam scores
- Rankings of programs

DOCTORAL EDUCATION

GOALS

- New and revamped doctoral programs that support Northeastern's interdisciplinary research priorities
- Continued linking of programs to emerging fields of research, attracting more outstanding doctoral candidates and faculty
- Increased quality and quantity of PhD candidates

ACTION STEPS

- Align new programs with major research themes
- Take advantage of opportunities to establish research leadership in emerging and evolving fields
- Accelerate our initiative to recruit senior faculty with a strong interdisciplinary research focus

SELECTED METRICS

- Quality of applicants to PhD programs
- Number of publications by doctoral candidates
- Number of external fellowships awarded to students
- Post-degree placements of graduates
- Time-to-degree completion
- Rankings of programs

FACULTY

DEVELOPING FACULTY STRENGTHS TO POWER ACADEMIC INNOVATION

A wellspring of new ideas, Northeastern builds faculty strengths that align with today's national imperatives and tomorrow's global challenges. Today, new fields are emerging in response to an increasingly complex world, research is growing more collaborative, and talented undergraduates are seeking greater opportunities to work with faculty on knowledge creation. As a result, universities must approach faculty recruitment more strategically than ever before.

Under the Long Range Plan, we will cluster faculty expertise around current and emerging areas of strength at the intersection of disciplines, creating new knowledge and new fields for a changing world.

GOALS

- Depth of faculty expertise necessary to establish a broad base of interdisciplinary research programs
- Improved ratio of students to faculty and tenure-track faculty to full-time faculty
- Active mid-career faculty enter academic leadership pipeline and mentor early-career faculty
- Further increase in faculty honors, including membership in national academies
- Continued rising trend in numbers of outstanding young faculty attracted to Northeastern

ACTION STEPS

- Add 150 new tenured or tenure-track faculty positions, in addition to filling an estimated 150 openings caused by attrition
- Leverage the potential for partnerships with local, national, and global institutions
- Take advantage of opportunities to develop leadership in emerging fields through cluster hiring and other recruiting strategies
- Further align faculty recruitment with primary research themes of health, security, and sustainability, and continue to recruit faculty with an interdisciplinary focus

- Advance recruitment and mentoring of women faculty in STEM and social science fields, and continue to increase faculty diversity
- Improve faculty mentoring and leadership development
- Develop faculty recognition program, and actively promote faculty for membership in national academies and for highly prestigious fellowships

SELECTED METRICS

- Total number of tenured and tenure-track faculty members
- Student-faculty ratio and faculty diversity
- Early-career faculty recruited from leading PhD programs
- Number and range of citations of faculty work in scholarly publications and news media
- Faculty honors and awards

RESEARCH

LEADING INTERDISCIPLINARY PARTNERSHIPS TO ADDRESS GLOBAL CHALLENGES

Grounded in a tradition of engagement with the world, Northeastern is a leader in use-inspired research that addresses the critical issues facing society. In a shifting global landscape, discovering solutions to increasingly complex challenges will require the collaborative efforts of multidisciplinary research teams working in partnerships that span countries and continents.

Under the Long Range Plan, we will advance new faculty collaborations and expanded institutional partnerships around the world to cultivate groundbreaking discoveries, with particular emphasis on the themes of health, security, and sustainability.

GOALS

- Global, interdisciplinary research that attracts the best graduate students and invigorates the undergraduate curriculum
- Leadership in establishing interdisciplinary research programs aligned with our research priorities, advanced by faculty recruiting and leadership
- External funding at a level that sustains our research programs
- Continued integration of research with technology commercialization to produce high-value intellectual property that fulfills our research mission

ACTION STEPS

- Develop clusters of faculty expertise aligned with our research themes of health, security, and sustainability
- Advance our successful faculty hiring strategies in support of existing and emerging areas of research strength
- Strengthen technology transfer to boost the impact of discoveries
- Expand technology systems and resources to support faculty and student research
- Build new global research partnerships with government, industry, and other educational institutions
- Broaden undergraduate research opportunities
- Add new master's and PhD programs connected to emerging fields
- Reorganize the Office of Research Administration and Finance to provide the services required to facilitate research goals

SELECTED METRICS

- Number of research awards
- Publications in high-profile journals
- Number of faculty members delivering invited and plenary talks at academic conferences
- Investigators serving on prominent national and international committees
- Invention disclosures and patents filed
- New companies formed

STUDENT EXPERIENCE

STRENGTHENING COMMUNITY ON CAMPUS AND AROUND THE WORLD

Our dynamic approach to engaging with the world—through academic experience, research, service, campus culture, and expanded alumni outreach—grounds Northeastern's sense of community. Globalization and technological change require universities to broaden their communities, developing new approaches to attract and retain diverse, talented students from the world over.

Under the Long Range Plan, we will continue to advance the vibrant, broad-based experience that engages our students with diverse communities on campus, in our neighborhoods, and around the world.

CAMPUS LIFE AND ATHLETICS

GOALS

- Continued rise in engagement and satisfaction levels among students, and high participation in out-of-classroom academic and service offerings
- Strong sense of undergraduate community, with deepened feeling for campus and community traditions
- Innovative campus programming that attracts students from around the world
- Distinctive, high-quality offerings that attract and build community among adult learners
- A competitive range of intercollegiate athletic programs, with high campus attendance and strong alumni engagement, that contribute to sense of community
- High retention rate for all University students
- Continuing strength of academic performance by scholar-athletes and strong overall athletics compliance record
- Leadership in popularity and competitiveness of intramural and club sports

ACTION STEPS

- Strengthen infrastructure to support broader extra- and co-curricular offerings
- Develop Living Learning Communities as the standard for freshman housing
- Redesign Co-op Connections to support students pursuing experiential learning opportunities
- Introduce new locations, course offerings, and modes of instruction for adult learners
- Build nationally excellent marquee athletic programs, generating excitement and sense of community
- Develop enhanced facilities for intercollegiate, club, and intramural programs, and retain coaching talent

SELECTED METRICS

- Freshman retention and student graduation rates
- Adult learner market share
- Athletic fundraising levels
- Academic performance and retention of scholar-athletes
- Size of club and intramural rosters
- Intercollegiate team results and post-conference play

ENROLLMENT

GOALS

- Continued increase in yield of high-talent students, driven by their affinity for the richness of our opportunities for global learning and research
- Highly diversified enrollment, with robust channels for international students
- Increased share of top applicants enrolled in our adult and master's degree programs

ACTION STEPS

- Broaden geographic base of applicants in the United States through recruiting, guidance counselor cultivation, and expanded visit and hosting programs
- Strengthen outreach to international students through distinctive preparation and pipeline programs and new partnerships
- Implement superior enrollment management strategies and practices, with a focus on student quality, retention, and affinity for our unique learning model
- Continue to enrich experiential opportunities through our four-year option
- Enhance career placement through a strong employer-relations strategy
- Contribute to scholarly research on the value of co-op and experiential learning

SELECTED METRICS

- Number and quality of applications relative to peer institutions
- Applications growth by region and by high schools
- International application numbers, quality, and diversity
- Yield, retention, and graduation rates
- Employer surveys and rankings

STUDENT SUPPORT AND UNIVERSITY SERVICES

GOALS

- Continued increase in the value of a Northeastern education, with correspondingly higher graduation rates
- Increase in international and out-of-region co-op and study programs
- Strengthened services for students on University-affiliated travel-study programs
- Enhanced infrastructure support to simplify University business processes and communications for students
- Expanded services for adult learners
- Continued leadership in career services

ACTION STEPS

- Increase support for talented students with financial need
- Elevate crisis response and technology use to advance student health and safety services
- Develop support-service infrastructure for students studying or engaged in experiential learning outside our region
- Enlarge services and financial support for students with learning disabilities
- Pursue Web 2.0 support and service initiatives, including a service evaluation campaign in social media

SELECTED METRICS

- Retention and graduation rates
- Key satisfaction survey benchmarks
- Conversations on college choice websites, blogs, message boards, and opinion sites

RESOURCES AND INFRASTRUCTURE

Achieving the goals outlined in this plan will require investments in people, programs, physical plant, and technology, as well as a new approach to management and budget processes. More and better-equipped spaces—from classrooms and laboratories to student housing and athletic facilities—will be required, along with the new staff, new systems, and increased financial resources to support academic and student life goals. New budget and management initiatives that promote efficiency and strong performance will give University leaders the necessary tools to gain maximum impact from these infrastructure investments.

FACILITIES

GOALS

- Laboratory space that empowers research goals
- More and better equipped learning facilities
- Housing, athletic, and recreational facilities that energize the campus community
- Faculty/support staff office needs are fully met
- Administrative staff and systems support academic and student life goals here and abroad

ACTION STEPS

- Address critical space needs for faculty and students
- Complete space study to assess long-term needs
- Develop Institutional Master Plan
- Improve efficiency of administrative and information systems

SELECTED METRICS

- Increase in available space for offices, laboratories, classrooms, student recreation, and student life initiatives
- Increase in resources available for infrastructure investment
- Improved flexibility to meet new demands for space

BUDGET/MANAGEMENT MODEL

GOALS

- Operating decisions are made closest to the point of implementation
- Annual budget is part of the rolling implementation of a longer-term strategic plan
- Budget provides incentives for effective performance
- Allocation of facilities and administrative service costs to the revenue centers to encourage efficient use

ACTION STEPS

- Implement hybrid budget model
- Train and/or add staff as needed
- Develop data warehouse to support new approaches
- Adjust annual budget/planning cycle as needed

SELECTED METRICS

- Growth in various revenue streams
- Greater customer satisfaction with central services
- Space efficiencies achieved

Appendix 8.a

Standards for Accreditation

Commission on Institutions of Higher Education

NEASC

Standards for Accreditation

Commission on Institutions of Higher Education

New England Association of Schools and Colleges

Standards Adopted 2005
Revisions Effective July 1, 2011

Copies of the Commission's Standards are available on-line at
http://cihe.neasc.org/
Print copies may be ordered from the
Commission on Institutions of Higher Education,
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803.
Single copies are free; the charge for multiple copies is
$7.00 per copy.

Standards for Accreditation

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Standards for Accreditation

Preamble

The New England Association of Schools and Colleges, one of six regional accrediting bodies in the United States, is a voluntary, non-profit, self-governing organization having as its purpose the accreditation of educational institutions. Through its evaluation activities, carried out by its commissions, the Association provides public assurance about the educational quality of those schools and colleges that seek or wish to maintain membership, which is synonymous with accreditation.

Institutions of higher learning achieve accreditation from the New England Association through its Commission on Institutions of Higher Education by demonstrating they meet the Commission's *Standards for Accreditation* and comply with its policies. The Standards establish criteria for institutional quality; in addition, the Commission adopts policies that elucidate the Standards, relate to their application, and otherwise ensure that the Commission is current with respect to changing circumstances in higher education and public expectation. Moreover, the Commission expects affiliated institutions to work toward improving their quality, increasing their effectiveness, and continually striving toward excellence. Its evaluative processes are designed to encourage such improvement.

Each of the eleven Standards articulates a dimension of institutional quality. In applying the Standards, the Commission assesses and makes a determination about the effectiveness of the institution as a whole. The institution that meets the Standards:

> has clearly defined purposes appropriate to an institution of higher learning;
>
> has assembled and organized those resources necessary to achieve its purposes;
>
> is achieving its purposes;
>
> has the ability to continue to achieve its purposes.

The Commission recognizes that some aspects of an institution are always stronger than others. Meeting the Standards does not guarantee the quality of individual programs, courses, or graduates, but serious weaknesses in a particular area may threaten the institution's accreditation.

The Commission deals with institutional differences in ways designed to protect both educational quality and individual philosophy and practice. The Standards are aspirational expectations that must be met at least minimally. They are essentially qualitative criteria that measure the institution's current state of educational effectiveness. They allow the Commission to appraise a wide variety of collegiate institutions, differing in purpose, size, organization, scope of program, clientele served, support, and control. By design, the Standards as explicated do not preclude perceptive and imaginative innovation aimed at increasing the effectiveness of higher education.

Institutions whose policies, practices, or resources differ significantly from those described in the *Standards for Accreditation* must present evidence that these are appropriate to higher education, consistent with institutional mission and purposes, and effective in meeting the intent of the Commission's Standards. The existence of collective bargaining agreements, in and of themselves, does not abrogate institutional or faculty obligations to comply with the *Standards for Accreditation*.

Self-regulation is an essential element in the success of accreditation. Thus, the *Standards for Accreditation* were developed through a lengthy participatory process involving the membership in articulating the dimensions of quality required of institutions of higher education deserving of the public trust. Indeed the public as well was invited to participate in this process in recognition of the importance of higher education to the individual and collective well being of our citizenry

and for our economy. Thus, the Standards represent the accrued wisdom of over 200 colleges and universities and interested others about the essential elements of institutional quality, and they offer a perspective that stresses the public purposes of higher education. The Commission continually evaluates the effectiveness of its Standards and its processes for applying them, and makes such changes as conditions warrant.

Self-regulation obliges institutions to adhere to the Standards as a condition of their accredited status; accredited colleges and universities demonstrate their integrity through their continued voluntary compliance to these criteria. Adherence to the Standards is periodically reviewed through peer evaluations that are preceded by self-studies directed toward demonstrating that the institution meets the Standards and that it has effective means to ensure institutional improvement. This system of accreditation is based on institutions agreeing to participate in and to accept and profit by an honest and forthright assessment of institutional strengths and weaknesses.

Each of the eleven dimensions of institutional quality has a Statement of the Standard set forth in bold type. The considerations in determining the fulfillment of the Standard are articulated in numbered paragraphs below the Statement of the Standard, including in each case a final paragraph directing the institution's attention toward institutional effectiveness; these considerations provide a basis for institutions to undertake self study as well as a basis for institutional evaluation by visiting teams and the Commission. Because the eleven Standards represent dimensions of institutional quality, they are necessarily inter-related. Thus, considerations found in one Standard may also have application for another; for example, while there is a Standard on Integrity, considerations related to integrity may also be found in several of the other Standards.

Additional information about accreditation and the Commission may be found at its website http://cihe.neasc.org/

Adopted January 12, 2005
Revisions Adopted June 2, 2011

Standard One
Mission and Purposes

The institution's mission and purposes are appropriate to higher education, consistent with its charter or other operating authority, and implemented in a manner that complies with the Standards of the Commission on Institutions of Higher Education. The institution's mission gives direction to its activities and provides a basis for the assessment and enhancement of the institution's effectiveness.

1.1 The mission of the institution defines its distinctive character, addresses the needs of society and identifies the students the institution seeks to serve, and reflects both the institution's traditions and its vision for the future. The institution's mission provides the basis upon which the institution identifies its priorities, plans its future and evaluates its endeavors; it provides a basis for the evaluation of the institution against the Commission's Standards.

1.2 The institution's mission is set forth in a concise statement that is formally adopted by the governing board and appears in appropriate institutional publications.

1.3 The institution's purposes are concrete and realistic and further define its educational and other dimensions, including scholarship, research, and public service. Consistent with its mission, the institution endeavors to enhance the communities it serves.

1.4 The mission and purposes of the institution are accepted and widely understood by its governing board, administration, faculty, staff, and students. They provide direction to the curricula and other activities and form the basis on which expectations for student learning are developed. Specific objectives, reflective of the institution's overall mission and purposes, are developed by the institution's individual units.

Institutional Effectiveness

1.5 The institution periodically re-evaluates the content and pertinence of its mission and purposes, assessing their usefulness in providing overall direction in planning and resource allocation. The results of this evaluation are used to enhance institutional effectiveness.

Standard Two
Planning and Evaluation

The institution undertakes planning and evaluation to accomplish and improve the achievement of its mission and purposes. It identifies its planning and evaluation priorities and pursues them effectively.

2.1 Planning and evaluation are systematic, comprehensive, broad-based, integrated, and appropriate to the institution. They involve the participation of individuals and groups responsible for the achievement of institutional purposes. Results of planning and evaluation are regularly communicated to appropriate institutional constituencies. The institution allocates sufficient resources for its planning and evaluation efforts.

2.2 Institutional research is sufficient to support planning and evaluation. The institution systematically collects and uses data necessary to support its planning efforts and to enhance institutional effectiveness.

Planning

2.3 The institution plans beyond a short-term horizon, including strategic planning that involves realistic analyses of internal and external opportunities and constraints. It plans for and responds to financial and other contingencies, establishes feasible priorities, and develops a realistic course of action to achieve identified objectives. Institutional decision-making, particularly the allocation of resources, is consistent with planning priorities.

2.4 The institution has a demonstrable record of success in implementing the results of its planning.

Evaluation

2.5 The institution regularly and systematically evaluates the achievement of its mission and purposes, giving primary focus to the realization of its educational objectives. Its system of evaluation is designed to provide relevant and trustworthy information to support institutional improvement, with an emphasis on the academic program. The institution's evaluation efforts are effective for addressing its unique circumstances. These efforts use both quantitative and qualitative methods.

2.6 The institution has a system of periodic review of academic and other programs that includes the use of external perspectives.

2.7 Based on verifiable information, the institution understands what its students have gained as a result of their education and has useful evidence about the success of its recent graduates. This information is used for planning and resource allocation and to inform the public about the institution. (See also 10.10)

Institutional Effectiveness

2.8 The institution determines the effectiveness of its planning and evaluation activities on an ongoing basis. Results of these activities are used to further enhance the institution's implementation of its purposes and objectives.

Standard Three
Organization and Governance

The institution has a system of governance that facilitates the accomplishment of its mission and purposes and supports institutional effectiveness and integrity. Through its organizational design and governance structure, the institution creates and sustains an environment that encourages teaching, learning, service, scholarship, and where appropriate research and creative activity. It assures provision of support adequate for the appropriate functioning of each organizational component. The institution has sufficient independence from any sponsoring entity to be held accountable for meeting the Commission's *Standards for Accreditation*.

3.1 The authority, responsibilities, and relationships among the governing board, administration, faculty, and staff are clearly described in the institution's by-laws, or an equivalent document, and in a table of organization that displays the working order of the institution. The board, administration, staff, and faculty understand and fulfill their respective roles as set forth in the institution's official documents and are provided with the appropriate information to undertake their respective roles. The institution's organizational structure, decision-making processes, and policies are clear and consistent with its mission and support institutional effectiveness. The institution's system of governance involves the participation of all appropriate constituencies and includes regular communication among them.

3.2 The governing board is the legally constituted body ultimately responsible for the institution's quality and integrity. The board demonstrates sufficient independence to ensure it can act in the institution's best interest. The composition of the board includes representation of the public interest and reflects the areas of competence needed to fulfill its responsibilities. More than one-half of the board members, including the chair, are free of any personal or immediate familial financial interest in the institution, including as employee, stock- or share-holder, corporate director, or contractor. Members of the governing board understand, accept, and fulfill their responsibilities as fiduciaries to act honestly and in good faith in the best interest of the institution toward the achievement of its purposes in a manner free from conflicts of interest.

3.3 The board has a clear understanding of the institution's distinctive mission and purposes. It exercises the authority to ensure the realization of institutional mission and purposes. The board sets and reviews institutional policies; monitors the institution's fiscal solvency; and approves major new initiatives, assuring that they are compatible with institutional mission and capacity. These policies are developed in consultation with appropriate constituencies. The board assures that the institution periodically reviews its success in fulfilling its mission and achieving its purposes.

3.4 The board systematically develops and ensures its own effectiveness. The board enhances its effectiveness through periodic evaluation.

3.5 Utilizing the institutional governance structure, the board establishes and maintains appropriate and productive channels of communication among its members and with the institutional community. Its role and functions are effectively carried out through appropriate committees and meetings.

3.6 The board appoints and periodically reviews the performance of the chief executive officer whose full-time or major responsibility is to the institution.

3.7 The board delegates to the chief executive officer and, as appropriate, to others the requisite authority and autonomy to manage the institution compatible with the board's intentions and the institutional mission. In exercising its fiduciary responsibility, the governing board assures that senior officers identify, assess, and manage risks and ensure regulatory compliance.

3.8 The chief executive officer through an appropriate administrative structure effectively manages the institution so as to fulfill its purposes and objectives and establishes the means to assess the effectiveness of the institution. The chief executive officer manages and allocates resources in keeping with institutional purpose and objectives and assesses the effectiveness of the institution. The chief executive officer assures that the institution employs staff sufficient in role, number, and qualifications appropriate to the institution's mission, size, and scope.

3.9 In accordance with established institutional mechanisms and procedures, the chief executive officer and the administration consult with faculty, students, other administrators and staff, and are appropriately responsive to their concerns, needs, and initiatives. The institution's internal governance provides for the appropriate participation of its constituencies, promotes communications, and effectively advances the quality of the institution.

3.10 The institution's chief academic officer is directly responsible to the chief executive officer, and in concert with the faculty and other academic administrators is responsible for the quality of the academic program. The institution's organization and governance structure assure the integrity and quality of academic programming however and wherever offered. Off-campus, continuing education, distance education, correspondence education, international, evening, and week-end programs are clearly integrated and incorporated into the policy formation, and academic oversight, and evaluation system of the institution.

3.11 In multi-campus systems organized under a single governing board, the division of responsibility and authority between the system office and the institution is clear. Where system and campus boards share governance responsibilities or dimensions of authority, system policies and procedures are clearly defined and equitably administered.

3.12 Faculty exercise an important role in assuring the academic integrity of the institution's educational programs. Faculty have a substantive voice in matters of educational programs, faculty personnel, and other aspects of institutional policy that relate to their areas of responsibility and expertise.

3.13 The system of governance makes provisions for consideration of student views and judgments in those matters in which students have a direct and reasonable interest.

3.14 Through its system of board and internal governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Institutional Effectiveness

3.15 The effectiveness of the institution's organizational structure and system of governance is improved through periodic and systematic review.

Standard Four
The Academic Program

The institution's academic programs are consistent with and serve to fulfill its mission and purposes. The institution works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded. The institution sets a standard of student achievement appropriate to the degree awarded and develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program.

4.1 The institution's programs are consistent with and serve to fulfill its mission and purposes. The institution offers collegiate-level programs consisting of a curriculum of studies that leads to a degree in a recognized field of study and requires at least one year to complete. The institution for which the associate's degree is the highest awarded offers at least one program in liberal studies or another area of study widely available at the baccalaureate level of regionally accredited colleges and universities.

4.2 Through its system of academic administration and faculty participation, the institution demonstrates an effective system of academic oversight, assuring the quality of the academic program wherever and however it is offered.

4.3 Each educational program demonstrates coherence through its goals, structure, and content; policies and procedures for admission and retention; instructional methods and procedures; and the nature, quality, and extent of student learning and achievement. The institution offering multiple academic programs ensures that all programs meet or exceed the basic quality standards of the institution and that there is a reasonable consistency in quality among them. The institution provides sufficient resources to sustain and improve its academic programs.

4.4 Institutions offering degrees at multiple levels demonstrate that expectations for student achievement, independent learning, skills in inquiry, and critical judgment are graduated by degree level and in keeping with generally accepted practice.

4.5 The institution publishes the learning goals and requirements for each program. Such goals include the knowledge, intellectual and academic skills, and methods of inquiry to be acquired. In addition, if relevant to the program, goals include creative abilities and values to be developed and specific career-preparation practices to be mastered.

4.6 Degree programs have a coherent design and are characterized by appropriate breadth, depth, continuity, sequential progression, and synthesis of learning.

4.7 The institution ensures that students use information resources and information technology as an integral part of their education. The institution provides appropriate orientation and training for use of these resources, as well as instruction and support in information literacy and information technology appropriate to the degree level and field of study. (See also 7.10)

4.8 Students completing an undergraduate or graduate degree program demonstrate collegiate-level skills in the English language.

4.9 The institution develops, approves, administers, and on a regular cycle reviews its degree programs under effective institutional policies that are implemented by designated bodies with established channels of communication and control. Faculty have a substantive voice in these matters.

4.10 The institution undertakes academic planning and evaluation as part of its overall planning and evaluation to enhance the achievement of institutional mission and

program objectives. These activities are realistic and take into account stated goals and available resources. The evaluation of existing programs includes an external perspective and assessment of their effectiveness. Additions and deletions of programs are consistent with institutional mission and capacity, faculty expertise, student needs, and the availability of sufficient resources required for the development and improvement of academic programs. The institution allocates resources on the basis of its academic planning, needs, and objectives.

4.11 Institutions undertaking the initiation of degrees at a higher or lower level, off-campus programs, programs that substantially broaden the scope of the academic offerings, distance learning programs, correspondence education programs, contractual relationships involving courses and programs, academic programs overseas, or other substantive change demonstrate their capacity to undertake and sustain such initiatives and to assure that the new academic programming meets the standards of quality of the institution and the Commission's Standards and policies. In keeping with Commission policy, institutions initiating substantive changes seek Commission approval prior to implementation. The institution recognizes and takes account of the increased demands on resources made by programs offered at a higher degree level.

4.12 When programs are eliminated or program requirements are changed, the institution makes appropriate arrangements for enrolled students so that they may complete their education with a minimum of disruption.

4.13 If the institution depends on resources outside its direct control (for example, classrooms, information resources, information technology, testing sites), provision is made for a clear, fixed understanding of that relationship that ensures the reasonable continued availability of those resources. Clear descriptions of the circumstances and procedures for the use of such resources are readily available to students who require them.

Undergraduate Degree Programs

4.14 Undergraduate degree programs are designed to give students a substantial and coherent introduction to the broad areas of human knowledge, their theories and methods of inquiry, plus in-depth study in at least one disciplinary or interdisciplinary area. Programs have an appropriate rationale; their clarity and order are visible in stated requirements in official publications and in student records.

4.15 Each undergraduate program includes a general education requirement and a major or concentration requirement. At the baccalaureate level, curricula include substantial requirements at the intermediate and advanced undergraduate level, with appropriate prerequisites. Wherever possible, the institution also affords undergraduate students the opportunity to pursue knowledge and understanding through unrestricted electives.

General Education

4.16 The general education requirement is coherent and substantive. It embodies the institution's definition of an educated person and prepares students for the world in which they will live. The requirement informs the design of all general education courses, and provides criteria for its evaluation, including the assessment of what students learn.

4.17 The general education requirement in each undergraduate program ensures adequate breadth for all degree-seeking students by showing a balanced regard for what are traditionally referred to as the arts and humanities, the sciences including mathematics, and the social sciences. General education requirements include offerings that focus on the subject matter and methodologies of these three primary domains of knowledge as well as on their relationships to one another.

4.18 The institution ensures that all undergraduate students complete at least the equivalent of forty semester hours in a bachelor's degree program, or the equivalent of twenty semester hours in an associate's degree program in general education.

4.19 Graduates successfully completing an undergraduate program demonstrate competence in written and oral communication in English; the ability for scientific and quantitative reasoning, for critical analysis and logical thinking; and the capability for continuing learning, including the skills of information literacy. They also demonstrate knowledge and understanding of scientific, historical, and social phenomena, and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind.

The Major or Concentration

4.20 The major or area of concentration affords the student the opportunity to develop knowledge and skills in a specific disciplinary or clearly articulated interdisciplinary area above the introductory level through properly sequenced course work. Requirements for the major or area of concentration are based upon clear and articulated learning objectives, including a mastery of the knowledge, information resources, methods, and theories pertinent to a particular area of inquiry. Through the major or area of concentration, the student develops an understanding of the complex structure of knowledge germane to an area of inquiry and its interrelatedness to other areas of inquiry. For programs designed to provide professional training, an effective relationship exists between curricular content and effective practice in the field of specialization. Graduates demonstrate an in-depth understanding of an area of knowledge or practice, its principal information resources, and its interrelatedness with other areas.

Graduate Degree Programs

4.21 Graduate degree programs are designed to give students a mastery of a complex field of study or professional area. Programs have an appropriate rationale; their clarity and order are visible in stated requirements, in relevant official publications, and in the demonstrated learning experiences of graduates. Learning objectives reflect a high level of complexity, specialization, and generalization.

4.22 Graduate programs are not offered unless resources and expectations exceed those required for an undergraduate program in a similar field. Information resources, information technology, and as appropriate physical resources should exceed those required for an undergraduate program in a similar field.

4.23 Institutions offering graduate degrees have an adequate staff of full-time faculty in areas appropriate to the degree offered. Faculty responsible for graduate programs are sufficient by credentials, experience, number, and time commitment for the successful accomplishment of program objectives and program improvement. The scholarly expectations of faculty exceed those expected for faculty working at the undergraduate level. Research-oriented graduate programs have a preponderance of active research scholars on their faculties. Professionally-oriented programs include faculty who are experienced professionals making scholarly contributions to the development of the field.

4.24 Students admitted to graduate degree programs are demonstrably qualified for advanced academic study.

4.25 The institution's graduate programs have cohesive curricula and require scholarly and professional activities designed to advance the student substantially beyond the educational accomplishments of a baccalaureate degree program. The demands made by the institution's graduate programs on students' intellectual and creative capacities are also significantly greater than those expected at the undergraduate level; graduate programs build upon and challenge students beyond the levels of knowledge and competence acquired at the undergraduate level. The institution offering both undergraduate and graduate degree programs assesses the relationship and

interdependence of the two levels and utilizes the results for their individual and collective improvement.

4.26 Degree requirements of the institution's graduate programs take into account specific program purposes. Research-oriented doctoral programs, including the Ph.D., and disciplinary master's degree programs are designed to prepare students for scholarly careers; they emphasize the acquisition, organization, utilization, and dissemination of knowledge. Doctoral degree programs afford the student substantial mastery of the subject matter, theory, literature, and methodology of a significant field of study. They include a sequential development of research skills leading to the attainment of an independent research capacity. Students undertake original research that contributes to new knowledge in the chosen field of study. Disciplinary master's programs have many of the same objectives but require less sophisticated levels of mastery in the chosen field of study than does the research doctorate. While they need not require students to engage in original research, they do provide an understanding of research appropriate to the discipline and the manner in which it is conducted.

4.27 Professional or practice-oriented programs at the doctoral or master's degree levels are designed to prepare students for professional practice involving the application or transmission of existing knowledge or the development of new applications of knowledge within their field. Such programs afford the student a broad conceptual mastery of the field of professional practice through an understanding of its subject matter, literature, theory, and methods. They seek to develop the capacity to interpret, organize, and communicate knowledge, and to develop those analytical and professional skills needed to practice in and advance the profession. Instruction in relevant research methodology is provided, directed toward the appropriate application of its results as a regular part of professional practice. Programs include the sequential development of professional skills that will result in competent practitioners. Where there is a hierarchy of degrees within an area of professional study, programs differ by level as reflected in the expected sophistication, knowledge, and capacity for leadership within the profession by graduates.

4.28 Programs encompassing both research activities and professional practice define their relative emphases in program objectives that are reflected in curricular, scholarly, and program requirements.

4.29 Students who successfully complete a graduate program demonstrate that they have acquired the knowledge and developed the skills that are identified as the program's objectives.

Integrity in the Award of Academic Credit

4.30 The institution's degrees and other forms of academic recognition are appropriately named, following practices common to American institutions of higher education in terms of length, content, and level of the programs. The institution ensures that minimum degree requirements are 60 semester credits at the associate's level, 120 semester credits at the baccalaureate level, and 30 semester credits at the master's level.

4.31 The institution offers required and elective courses as described in publicly available print and electronic formats with sufficient availability to provide students with the opportunity to graduate within the published program length.

4.32 The institution demonstrates its clear and ongoing authority and administrative oversight for the academic elements of all courses for which it awards institutional credit or credentials. These responsibilities include course content and the delivery of the instructional program; selection, approval, professional development, and evaluation of faculty; admission, registration, and retention of students; evaluation of prior learning; and evaluation of student progress, including the awarding and recording of credit. The institution retains, even with contractual or other arrangements, responsibility for the

design, content, and delivery of courses for which academic credit or degrees are awarded. The institution awarding a joint, dual, or concurrent degree demonstrates that the program is consistent with Commission policy, and that the student learning outcomes meet the institution's own standards and those of the Commission.

4.33 The evaluation of student learning or achievement and the award of credit are based upon clearly stated criteria that reflect learning objectives and are consistently and effectively applied. They are appropriate to the degree level at which they are applied.

4.34 Credit awards are consistent with Commission policy and the course content, appropriate to the field of study, and reflect the level and amount of student learning. The award of credit is based on policies developed and overseen by the faculty and academic administration. There is demonstrable academic content for all experiences for which credit is awarded, including study abroad, internships, independent study, and service learning. No credit toward graduation is awarded for pre-collegiate level or remedial work designed to prepare the student for collegiate study.

4.35 Credit for prior experiential or non-collegiate sponsored learning is awarded only at the undergraduate level with appropriate oversight by faculty and academic administration. When credit is awarded on the basis of prior experiential or non-collegiate sponsored learning alone, student learning and achievement are demonstrated to be at least comparable in breadth, depth, and quality to the results of institutionally provided learning experiences. The policies and procedures for the award of credit for prior or experiential learning are clearly stated and available to affected students.

4.36 The institution publishes requirements for continuation in, termination from, or re-admission to its academic programs that are compatible with its educational purposes. Decisions about the continuing academic standing of enrolled students are based on clearly stated policies and applied by faculty and academic administrators.

4.37 Graduation requirements are clearly stated in appropriate electronic and print publications and are consistently applied in the degree certification process. The degrees awarded accurately reflect student attainments.

4.38 Faculty, with administrative support, ensure the academic integrity of the award of grades, where applicable, and credits for individual courses. The institution works to prevent cheating and plagiarism as well as to deal forthrightly with any instances in which they occur.

4.39 The institution offering programs and courses for abbreviated or concentrated time periods or via distance or correspondence learning demonstrates that students completing these programs or courses acquire levels of knowledge, understanding, and competencies equivalent to those achieved in similar programs offered in more traditional time periods and modalities. Programs and courses are designed to ensure an opportunity for reflection and for analysis of the subject matter and the identification, analysis and evaluation of information resources beyond those provided directly for the course.

4.40 Courses and programs offered for credit off campus, through distance or correspondence education, or through continuing education, evening or week-end divisions are consistent with the educational objectives of the institution. Such activities are integral parts of the institution and maintain the same academic standards as courses and programs offered on campus. They receive sufficient support for instructional and other needs. Students have ready access to and support in using appropriate learning resources. The institution maintains direct and sole responsibility for the academic quality of all aspects of all programs and assures adequate resources to maintain quality. (See also 3.10)

4.41 On-campus faculty have a substantive role in the design and implementation of off-campus programs. Students enrolled in off-campus courses, distance learning courses, and/or correspondence education courses have sufficient opportunities to interact with faculty regarding course content and related academic matters.

4.42 An institution that offers distance education or correspondence education has procedures through which it establishes that the student who registers for such a course or program is the same student who participates in and completes the program and receives the academic credit. In carrying out these procedures, the institution protects student privacy.

4.43 Institutions offering certificates based on courses offered for credit ensure the coherence and level of academic quality are consistent with its degree programs.

4.44 In accepting undergraduate transfer credit from other institutions, the institution applies policies and procedures that ensure that credit accepted reflects appropriate levels of academic quality and is applicable to the student's program. The institution's policies for considering the transfer of credit are publicly available to students and prospective students on its website and in other communications. The information includes the criteria established by the institution regarding the transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements.

4.45 The institution does not erect barriers to the acceptance of transfer credit that are unnecessary to protect its academic quality and integrity, and it seeks to establish articulation agreements with institutions from which and to which there is a significant pattern of student transfer. Such agreements are made available to those students affected by them.

4.46 Students complete at least one fourth of their undergraduate program, including advanced work in the major or concentration, at the institution awarding the degree. In accepting transfer credit, the institution exercises the responsibility to ensure that students have met its stated learning outcomes of programs at all degree levels. The acceptance of transfer credit does not substantially diminish the proportion of intermediate and advanced coursework in a student's academic program.

4.47 The institution accepts graduate credit in transfer on a strictly limited basis to preserve the integrity of the degree awarded.

Assessment of Student Learning

4.48 The institution implements and provides support for systematic and broad-based assessment of what and how students are learning through their academic program and experiences outside the classroom. Assessment is based on clear statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. Assessment provides useful information that helps the institution to improve the experiences provided for students, as well as to assure that the level of student achievement is appropriate for the degree awarded.

4.49 The institution's approach to understanding student learning focuses on the course, program, and institutional level. Evidence is considered at the appropriate level of focus, with the results being a demonstrable factor in improving the learning opportunities and results for students.

4.50 Expectations for student learning reflect both the mission and character of the institution and general expectations of the larger academic community for the level of degree awarded and the field of study. These expectations include statements that are consistent with the institution's mission in preparing students for further study and employment, as appropriate. (See also 1.4 and 2.7)

4.51 The institution's approach to understanding what and how students are learning and using the results for improvement has the support of the institution's academic and institutional leadership and the systematic involvement of faculty. (See also 3.12)

4.52 The institution's system of periodic review of academic programs includes a focus on understanding what and how students learn as a result of the program. (See also 2.6, 4.9 and 4.10)

4.53 The institution ensures that students have systematic, substantial, and sequential opportunities to learn important skills and understandings and actively engage in important problems of their discipline or profession and that they are provided with regular and constructive feedback designed to help them improve their achievement.

4.54 The institution uses a variety of quantitative and qualitative methods and direct and indirect measures to understand the experiences and learning outcomes of its students, and includes external perspectives. The institution devotes appropriate attention to ensuring that its methods of understanding student learning are trustworthy and provide information useful in the continuing improvement of programs and services for students.

Institutional Effectiveness

4.55 The institution's principal evaluation focus is the quality, integrity, and effectiveness of its academic programs. Evaluation endeavors and systematic assessment are demonstrably effective in the improvement of academic offerings and student learning.

Standard Five
Faculty

The institution develops a faculty that is suited to the fulfillment of the institution's mission. Faculty qualifications, numbers, and performance are sufficient to accomplish the institution's mission and purposes. Faculty competently offer the institution's academic programs and fulfill those tasks appropriately assigned them.

5.1 Faculty categories (e.g., full-time, part-time, adjunct) are clearly defined by the institution as is the role of each category in fulfilling the institution's mission and purposes. Should part-time or adjunct faculty be utilized, the institution has in place policies governing their role compatible with its mission and purposes and the Standards of the Commission.

5.2 The preparation and qualifications of all faculty are appropriate to the field and level of their assignments. Qualifications are measured by advanced degrees held, evidence of scholarship, advanced study, creative activities, teaching abilities, and relevant professional experience, training, and credentials. (See also 4.23)

5.3 There are an adequate number of faculty whose time commitment to the institution is sufficient to assure the accomplishment of class and out-of-class responsibilities essential for the fulfillment of institutional mission and purposes. Responsibilities of teaching faculty include instruction and the systematic understanding of effective teaching/learning processes and outcomes in courses and programs for which they share responsibility; additional duties may include such functions as student advisement, academic planning, and participation in policy-making, course and curricular development, research, and institutional governance.

5.4 The institution employs an open and orderly process for recruiting and appointing its faculty. Faculty participate in the search process for new members of the instructional staff. The institution ensures equal employment opportunity consistent with legal requirements and any other dimensions of its own choosing; compatible with its mission and purposes, it addresses its own goals for the achievement of diversity among its faculty. Faculty selection reflects the effectiveness of this process and results in a variety of intellectual backgrounds and training. Each prospective faculty member is provided with a written contract that states explicitly the nature and term of the initial appointment and, when applicable, institutional considerations that might preclude or limit future appointments.

5.5 Where graduate teaching assistants are employed, the institution carefully selects, trains, supervises, and evaluates them.

5.6 Faculty are accorded reasonable contractual security for appropriate periods consistent with the institution's ability to fulfill its mission. Salaries and benefits are set at levels that ensure the institution's continued ability to attract and maintain an appropriately qualified instructional staff whose profile is consistent with the institution's mission and purposes.

5.7 Faculty assignments and workloads are consistent with the institution's mission and purposes. They are equitably determined to allow faculty adequate time to provide effective instruction, advise and evaluate students, contribute to program and institutional assessment and improvement, continue professional growth, and participate in scholarship, research, creative activities and service compatible with the mission and purposes of the institution. Faculty workloads are reappraised periodically and adjusted as institutional conditions change.

5.8 The full-time/part-time composition of the faculty reflects the institution's mission, programs, and student body and is periodically reviewed. The institution avoids undue dependence on part-time faculty, adjuncts, temporary appointments, and graduate assistants to conduct instruction. Institutions that employ part-time, adjunct, clinical or temporary faculty assure their appropriate integration into the department and institution and provide opportunities for faculty development.

5.9 The institution's academic organization and governance structures and policies reflect the composition and variety of faculty appointments.

5.10 In a faculty handbook or in other written documents that are current and readily available, the institution clearly defines the responsibilities of faculty and the criteria for their recruitment, appointment, evaluation, promotion, and, if applicable, tenure. Such policies are equitable and compatible with the mission and purposes of the institution; they provide for the fair redress of grievances, and they are consistently applied and periodically reviewed.

5.11 Faculty are demonstrably effective in carrying out their assigned responsibilities. The institution employs effective procedures for the regular evaluation of faculty appointments, performance, and retention. The evaluative criteria reflect the mission and purposes of the institution and the importance it attaches to the various responsibilities of faculty, e.g., teaching, advising, assessment, scholarship, creative activities, research, and professional and community service. The institution has equitable and broad-based procedures for such evaluation applying to both full- and part-time faculty, in which its expectations are stated clearly and weighted appropriately for use in the evaluative process.

5.12 Faculty accept the responsibility for ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations, and that considerations of program improvement are informed by a shared understanding of what and how students are learning in the program.

5.13 The institution provides its faculty with substantial and equitable opportunities for continued professional development throughout their careers. Such opportunities are consistent with and enhance the achievement of the institution's mission and purposes. Faculty accept the obligation to take advantage of these opportunities and otherwise take the initiative in ensuring their continued competence and growth as teachers, scholars, and practitioners.

5.14 The institution protects and fosters academic freedom of all faculty regardless of rank or term of appointment.

5.15 The institution has a statement of expectations and processes to ensure that faculty act responsibly and ethically, observe the established conditions of their employment, and otherwise function in a manner consistent with the mission and purposes of the institution.

Teaching and Advising

5.16 Instructional techniques and delivery systems, including technology, are compatible with and serve to further the mission and purposes of the institution as well as the learning goals of academic programs and objectives of individual courses. Methods of instruction are appropriate to the students' capabilities and learning needs. Scholarly and creative achievement by students is encouraged and appropriately assessed.

5.17 Students in each program are taught by a variety of faculty in order to ensure experience in different methods of instruction and exposure to different viewpoints. Institutions regularly offering multiple sections of the same course ensure an appropriate balance

between achieving consistency in learning outcomes and flexibility, allowing students to benefit from individual faculty members' experience and teaching style.

5.18 The institution endeavors to enhance the quality of teaching and learning wherever and however courses and programs are offered. It encourages experimentation with methods to improve instruction. The effectiveness of instruction is periodically and systematically assessed using adequate and reliable procedures; the results are used to improve instruction. Faculty collectively and individually endeavor to fulfill their responsibility to improve instructional effectiveness. Adequate support is provided to accomplish this task. (See also 8.2)

5.19 The institution has in place an effective system of academic advising that meets student needs for information and advice and is compatible with its educational objectives. Faculty and other personnel responsible for academic advising are adequately informed and prepared to discharge their advising functions. Resources are adequate to ensure the quality of advising for students regardless of the location of instruction or the mode of delivery.

5.20 With the administration, the faculty work systematically to ensure an environment supportive of academic integrity.

Scholarship, Research, and Creative Activity

5.21 All faculty pursue scholarship designed to ensure they are current in the theory, knowledge, skills, and pedagogy of their discipline or profession. The institution defines the scholarly expectations for faculty consistent with its mission and purposes and the level of degrees offered. Scholarship and instruction are integrated and mutually supportive.

5.22 Where compatible with the institution's purposes and reflective of the level of degrees offered, research is undertaken by faculty and students directed toward the creation, revision, or application of knowledge. Physical, technological, and administrative resources together with academic services are adequate to support the institution's commitment to research and creative activity. Faculty workloads reflect this commitment. Policies and procedures related to research, including ethical considerations, are established and clearly communicated throughout the institution. Faculty exercise a substantive role in the development and administration of research policies and practices.

5.23 Scholarship, research, and creative activities receive encouragement and support appropriate to the institution's purposes and objectives. Faculty and students are accorded academic freedom in these activities.

Institutional Effectiveness

5.24 The institution periodically evaluates the sufficiency of and support for the faculty and the effectiveness of the faculty in teaching and advising, scholarship, service, and as appropriate to institutional mission, research and creative activity. The results of these evaluations are used to enhance fulfillment of the institution's mission.

Standard Six
Students

Consistent with its mission, the institution defines the characteristics of the students it seeks to serve and provides an environment that fosters the intellectual and personal development of its students. It recruits, admits, enrolls, and endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their program as specified in institutional publications. The institution's interactions with students and prospective students are characterized by integrity.

Admissions

6.1 Consistent with its mission, the institution sets and achieves realistic goals to enroll a student body that is broadly representative of the population the institution wishes to serve and addresses its own goals for the achievement of diversity among its students.

6.2 The institution has an orderly and ethical program of admission that complies with the requirements of legislation concerning equality of educational opportunity. Its admission and retention policies and procedures are clear, consistent with its mission and purposes, and available to all students and prospective students electronically and through other appropriate publications.

6.3 Standards for admission ensure that student qualifications and expectations are compatible with institutional objectives. Individuals admitted demonstrate through their intellectual and personal qualifications a reasonable potential for success in the programs to which they are admitted. If the institution recruits and admits individuals with identified needs that must be addressed to assure their likely academic success, it applies appropriate mechanisms to address those needs so as to provide reasonable opportunities for that success. Such mechanisms receive sufficient support and are adequate to the needs of those admitted. The institution endeavors to integrate specifically recruited populations into the larger student body and to assure that they have comparable academic experiences.

6.4 The institution utilizes appropriate methods of evaluation to identify deficiencies and offers appropriate developmental or remedial support where necessary to prepare students for collegiate study. Such testing and remediation receive sufficient support and are adequate to serve the needs of students admitted. (For admission of graduate students, see 4.24.)

Retention and Graduation

6.5 The institution demonstrates its ability to admit students who can be successful in the institution's academic program, including specifically recruited populations. It ensures a systematic approach to providing accessible and effective programs and services designed to provide opportunities for enrolled students to be successful in achieving their academic goals. The institution provides students with information and guidance regarding opportunities and experiences that may help ensure their academic success.

6.6 The institution measures student success, including rates of retention and graduation and other measures of success appropriate to institutional mission.

6.7 Measures of student success, including rates of retention and graduation, are separately determined for any group that the institution specifically recruits, and those rates are used in evaluating the success of specialized recruitment and the services and opportunities provided for the recruited students.

6.8 The institution's goals for retention and graduation reflect institutional purposes, and the results are used to inform recruitment and the review of programs and services.

6.9 Data on retention, graduation, and other measures of student success are regularly reviewed within the institution, with the results being used for planning, resource allocation, and improvement.

Student Services

6.10 The institution systematically identifies the characteristics and learning needs of its student population and then makes provision for responding to them. The institution's student services are guided by a philosophy that reflects the institution's mission and special character, is circulated widely and reviewed periodically, and provides the basis on which services to students can be evaluated.

6.11 The institution offers an array of student services appropriate to its mission and the needs and goals of its students, recognizing the variations in services that are appropriate at the main campus, at off-campus locations, and for programs delivered electronically as well as the differences in circumstances and goals of students pursuing degrees. In all cases, the institution provides academic support services appropriate to the student body. The institution's faculty and professional staff collectively have sufficient interaction with students outside of class to promote students' academic achievement and provide academic and career guidance. In providing services, in accordance with its mission and purposes, the institution adheres to both the spirit and intent of equal opportunity and its own goals for diversity. (See also 5.19, 7.7, 7.8, 8.3, and 11.8)

6.12 Institutions with full time or residential student bodies provide an array of services that includes access to health services and co-curricular activities consistent with the mission of the institution.

6.13 A clear description of the nature, extent, and availability of student services is easily available to students and prospective students. Newly enrolled students are provided with an orientation that includes information on student services as well as a focus on academic opportunities, expectations, and support services.

6.14 Student financial aid is provided through a well-organized program. Awards are based on the equitable application of clear and publicized criteria. Students are provided with clear and timely information about debt before borrowing.

6.15 As appropriate, the institution supports opportunities for student leadership and participation in campus organizations and governance.

6.16 If the institution offers recreational and athletic programs, they are conducted in a manner consistent with sound educational policy, standards of integrity, and the institution's purposes. The institution has responsibility for the control of these programs, including their financial aspects. Educational programs and academic expectations are the same for student athletes as for other students.

6.17 The institution ensures that individuals responsible for student services are qualified by formal training and work experience to represent and address the needs of students effectively. Facilities, technology, and funding are adequate to implement the institution's student service policies and procedures.

6.18 The institution has identified, published widely, and implemented an appropriate set of clearly stated ethical standards to guide student services. Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.

6.19 The institution has policies regarding the kinds of information that will be included in the permanent record of students as well as policies regarding the retention, safety and security, and disposal of records. Its information-release policies respect the rights of

individual privacy, the confidentiality of records, and the best interests of students and the institution.

6.20 Institutions with stated goals for students' co-curricular learning systematically assess their achievement.

Institutional Effectiveness

6.21 Through a program of regular and systematic evaluation, the institution assesses its effectiveness in admitting and retaining students and the appropriateness and effectiveness of its student services to advance institutional purposes. Information obtained through this evaluation is used to revise these goals and services and improve their achievement.

Standard Seven
Library and Other Information Resources

The institution provides sufficient and appropriate library and information resources. The institution provides adequate access to these resources and demonstrates their effectiveness in fulfilling its mission. The institution provides instructional and information technology sufficient to support its teaching and learning environment.

Resources and Access

7.1 The institution articulates a clear vision of the level and breadth of information resources and services and of instructional and information technology appropriate to support its academic mission and its administrative functions. Through strategic, operational, and financial planning, it works to achieve that vision.

7.2 Institutional planning and resource allocation support the development of library, information resources and technology appropriate to the institution's mission and academic program. The institution provides sufficient and consistent financial support for the library and the effective maintenance and improvement of the institution's information resources and instructional and information technology.

7.3 The institution uses instructional technology appropriate to its academic mission and the modes of delivery of its academic program.

7.4 Professionally qualified and numerically adequate staff administer the institution's library, information resources and services, and instructional and information technology support functions.

7.5 Through ownership or guaranteed access, the institution makes available the library and information resources necessary for the fulfillment of its mission and purposes. These resources are sufficient in quality, level, diversity, quantity, and currency to support and enrich the institution's academic offerings. They support the academic and research program and the intellectual and cultural development of students, faculty, and staff.

7.6 Faculty, staff, and students are provided appropriate training and support to make effective use of library and information resources, and instructional and information technology.

7.7 The institution ensures appropriate access to library and information resources and services for all students regardless of program location or mode of delivery.

7.8 The institution ensures that students have available and are appropriately directed to sources of information appropriate to support and enrich their academic work.

Information and Technological Literacy

7.9 The institution demonstrates that students use information resources and technology as an integral part of their education, attaining levels of proficiency appropriate to their degree and subject or professional field of study.

7.10 The institution ensures that throughout their program of study students acquire increasingly sophisticated skills in evaluating the quality of information sources appropriate to their field of study and the level of the degree program. (See also 4.7)

Institutional Effectiveness

7.11 The institution regularly and systematically evaluates the adequacy, utilization, and impact of its library, information resources and services, and instructional and information technology and uses the findings to improve and increase the effectiveness of these services.

Standard Eight
Physical and Technological Resources

The institution has sufficient and appropriate physical and technological resources necessary for the achievement of its purposes. It manages and maintains these resources in a manner to sustain and enhance the realization of institutional purposes.

8.1 The institution's physical and technological resources, including classrooms, laboratories, network infrastructure, materials, equipment, and buildings and grounds, whether owned or rented, are commensurate with institutional purposes. They are designed, maintained, and managed at both on- and off-campus sites in a manner that serves institutional needs. Proper management, maintenance, and operation of all physical facilities, including student housing provided by the institution, are accomplished by adequate and competent staffing.

8.2 Classrooms and other facilities are appropriately equipped and adequate in capacity. Classrooms and other teaching spaces support teaching methods appropriate to the discipline. Students and faculty have access to appropriate physical, technological, and educational resources to support teaching and learning. (See also 5.18)

8.3 Facilities are constructed and maintained in accordance with legal requirements to ensure access, safety, security, and a healthful environment with consideration for environmental and ecological concerns.

8.4 The institution undertakes physical resource planning linked to academic and student services, support functions, and financial planning. It determines the adequacy of existing physical and technological resources and identifies and plans the specified resolution of deferred maintenance needs. Space planning occurs on a regular basis as part of physical resource evaluation and planning, and is consistent with the mission and purposes of the institution.

8.5 The institution demonstrates the effectiveness of its policies and procedures in ensuring the reliability of the systems, the integrity and security of data, and the privacy of individuals. The institution establishes and applies clear policies and procedures and monitors and responds to illegal or inappropriate uses of its technology systems and resources.

8.6 The institution's physical and electronic environments provide an atmosphere conducive to study and research.

8.7 The institution uses information technology sufficient to ensure its efficient ability to plan, administer, and evaluate its program and services.

Institutional Effectiveness

8.8 The institution's ongoing evaluation of its physical and technological resources in light of its mission, current needs and plans for the future is a basis of realistic planning and budget allocation.

Standard Nine
Financial Resources

The institution's financial resources are sufficient to sustain the quality of its educational program and to support institutional improvement now and in the foreseeable future. The institution demonstrates, through verifiable internal and external evidence, its financial capacity to graduate its entering class. The institution administers its financial resources with integrity.

9.1 The institution preserves and enhances available financial resources sufficient to support its mission. It manages its financial resources and allocates them in a way that reflects its mission and purposes. It demonstrates the ability to respond to financial emergencies and unforeseen circumstances.

9.2 The institution is financially stable. Ostensible financial stability is not achieved at the expense of educational quality. Its stability and viability are not unduly dependent upon vulnerable financial resources or an historically narrow base of support. The institution's governing board retains appropriate autonomy in all budget and finance matters; this includes institutions that depend on financial support from an external agency (state, church, or other private or public entity).

9.3 The institution's multi-year financial planning is realistic and reflects the capacity of the institution to depend on identified sources of revenue and ensure the advancement of educational quality and services for students. The governing board reviews and approves the institution's financial plans based on multi-year analysis and financial forecasting.

9.4 All or substantially all of the institution's revenue is devoted to the support of its academic purposes and programs. The institution's financial records clearly relate to its educational activities.

9.5 The institution and its governing board regularly and systematically review the effectiveness of the institution's financial aid policy and practices in advancing the institution's mission and helping to ensure that the institution enrolls and supports the student body it seeks to serve.

9.6 The institution ensures that it has sufficient professionally qualified finance staff, led by a chief financial officer whose primary responsibility is to the institution.

9.7 The institution ensures the integrity of its finances through prudent financial management and organization, a well-organized budget process, appropriate internal control mechanisms, risk assessment, and timely financial reporting to internal and external constituency groups, providing a basis for sound financial decision-making.

9.8 The institution establishes and implements its budget after appropriate consultation with relevant constituencies in accord with realistic overall planning that provides for the appropriate integration of academic, student service, fiscal, development, information and technology and physical resource priorities to advance its educational objectives.

9.9 The institution's financial planning, including contingency planning, is integrated with overall planning and evaluation processes. The institution demonstrates its ability to analyze its financial condition and understand the opportunities and constraints that will influence its financial condition and acts accordingly. It reallocates resources as necessary to achieve its purposes and objectives. The institution implements a realistic plan for addressing issues raised by the existence of any operating deficit. (See also 2.3)

9.10 Opportunities identified for new sources of revenue are reviewed by the administration and board to ensure the integrity of the institution and the quality of the academic program are maintained and enhanced. The institution planning a substantive change demonstrates the financial capacity to ensure that the new initiative meets the standards of quality of the institution and the Commission's Standards.

9.11 Institutional and board leadership ensure the institution's ethical oversight of its financial resources and practices.

9.12 The institution's financial resources and transactions are audited annually by an external auditor in accord with the generally accepted auditing standards for colleges and universities as adopted by the American Institute of Certified Public Accountants. Board policies and institutional practices ensure the independence and objectivity of the auditor and the appropriate consideration of the audit by the governing board. For institutions part of a larger system or corporation, the audit provides sufficient information about the institution's finances to support a determination regarding the sufficiency and stability of the institution's financial resources. In all cases, the audit and management letter are appropriately reviewed by the institution's administration and governing board who take appropriate action on resulting recommendations or conclusions.

9.13 The institution directs its fund-raising efforts toward the fulfillment of institutional purposes and conducts them in accordance with clear and complete policies that stipulate the conditions and terms under which gifts are solicited and accepted. The institution accurately represents itself and its capacities and needs to prospective donors and accurately portrays the impact that their gifts can reasonably be expected to have. Gifts are promptly directed toward donors' intentions.

9.14 All fiscal policies, including those related to budgeting, investments, insurance, risk management, contracts and grants, transfers and inter-fund borrowing, fund-raising, and other institutional advancement and development activities, are clearly stated in writing and consistently implemented in compliance with ethical and sound financial practices.

Institutional Effectiveness

9.15 The institution has in place appropriate internal and external mechanisms to evaluate its fiscal condition and financial management and to maintain its integrity. The institution uses the results of these activities for improvement.

Standard Ten
Public Disclosure

In presenting itself to students, prospective students, and other members of the interested public, the institution provides information that is complete, accurate, timely, accessible, clear and sufficient for intended audiences to make informed decisions about the institution.

10.1 The information published by the institution on its website is sufficient to allow students and prospective students to make informed decisions about their education. The institution's public website includes the information specified elsewhere in this Standard (10.2 – 10.13).

10.2 The institution informs the public of the information available about itself and how inquiries can be addressed. It is also responsive to reasonable requests for information about itself. The institution provides notice as to the availability upon request of its publications and its most recent audited financial statement or a fair summary thereof.

10.3 The institution's current catalogue describes the institution consistent with its mission statement and sets forth the obligations and responsibilities of both students and the institution. The catalogue or other authoritative publications present information relative to admission and attendance. Institutions relying on electronic catalogues ensure the availability of archival editions sufficient to serve the needs of alumni and former and returning students.

10.4 All forms of print and electronic communications officially representing the institution are consistent with catalogue content and accurately portray the conditions and opportunities available at the institution.

10.5 The institution publishes its mission, objectives, and expected educational outcomes; its status as a public or independent institution; if independent, its status as a not-for-profit or for-profit institution; any religious affiliation; requirements and procedures and policies related to admissions and the transfer of credit; a list of institutions with which it has articulation agreements; student fees, charges and refund policies; rules and regulations for student conduct; procedures for student appeals and complaints; other items related to attending or withdrawing from the institution; academic programs, courses currently offered, and other available educational opportunities; and academic policies and procedures and the requirements for degrees or other forms of academic recognition.

10.6 The institution publishes a list of its current faculty, indicating departmental or program affiliation, distinguishing between those who have full- and part-time status, showing degrees held and the institutions granting them. The names and positions of administrative officers, and the names and principal affiliations of members of the governing board are also included.

10.7 The institution publishes the locations and programs available at branch campuses, other instructional locations, including those overseas operations at which students can enroll for a degree, along with a description of the programs and services available at each location.

10.8 The institution clearly indicates those programs, courses, services, and personnel not available during a given academic year. It does not list as current any courses not taught for two consecutive years that will not be taught during the third consecutive year.

10.9 The institution publishes a description of the size and characteristics of the student body, the campus setting, the availability of academic and other support services, the range of co-curricular and non-academic opportunities available to students; and those institutional

learning and physical resources from which a student can reasonably be expected to benefit.

10.10 The institution publishes statements of its goals for students' education and the success of students in achieving those goals. Information on student success includes rates of retention and graduation and other measures of student success appropriate to institutional mission. As appropriate, recent information on passage rates for licensure examinations is also published.

10.11 The institution publishes information about the total cost of education, including the availability of financial aid and the typical length of study. The expected amount of student debt upon graduation is provided to help students and prospective students make informed decisions.

10.12 The institution has readily available valid documentation for any statements and promises regarding such matters as program excellence, learning outcomes, success in placement, and achievements of graduates or faculty.

10.13 The institution's statements about its current accredited status are accurately and explicitly worded. An institution placed on probation by the New England Association discloses this status in its catalogue and recruitment materials and in any other publication, print or electronic, in which the institution's accreditation is mentioned, as well as the availability of additional information on its probationary status.

Institutional Effectiveness

10.14 Through a systematic process of periodic review, the institution ensures that its print and electronic publications are complete, accurate, available, and current. The results of the review are used for improvement.

Standard Eleven
Integrity

The institution subscribes to and advocates high ethical standards in the management of its affairs and in all of its dealings with students, prospective students, faculty, staff, its governing board, external agencies and organizations, and the general public. Through its policies and practices, the institution endeavors to exemplify the values it articulates in its mission and related statements.

11.1 The institution expects that members of its community, including the board, administration, faculty, staff, and students, will act responsibly and with integrity; and it systematically provides support in the pursuit thereof. Institutional leadership fosters an atmosphere where issues of integrity can be openly considered, and members of the institutional community understand and assume their responsibilities in the pursuit of integrity.

11.2 Truthfulness, clarity, and fairness characterize the institution's relations with all internal and external constituencies. Adequate provision is made to ensure academic honesty. Appropriate policies and procedures are in effect and periodically reviewed for matters including intellectual property rights, the avoidance of conflict of interest, privacy rights, and fairness in dealing with students, faculty, and staff. The institution's educational policies and procedures are applicable and equitably applied to all its students.

11.3 The institution is committed to the free pursuit and dissemination of knowledge. It assures faculty and students the freedom to teach and study a given field, to examine all pertinent data, to question assumptions, and to be guided by the evidence of scholarly research.

11.4 The institution observes the spirit as well as the letter of applicable legal requirements. It has a charter and/or other formal authority from the appropriate governmental agency authorizing it to grant all degrees it awards; it has the necessary operating authority for each jurisdiction in which it conducts activities; and it operates within this authority.

11.5 The institution adheres to non-discriminatory policies and practices in recruitment, admissions, employment, evaluation, disciplinary action, and advancement. It fosters an atmosphere within the institutional community that respects and supports people of diverse characteristics and backgrounds.

11.6 The institution manages its academic, research and service programs, administrative operations, responsibilities for students and interactions with prospective students with honesty and integrity.

11.7 The institution is responsible for conferences, institutes, workshops, or other instructional or enrichment activities that are sponsored by the institution or carry its name. These activities are compatible with the institution's purposes and are administered within its organizational structure. The institution assumes responsibility for the appropriateness and integrity of such activities.

11.8 The institution has established and publicizes clear policies ensuring institutional integrity. Included among them are appropriate policies and procedures for the fair resolution of grievances brought by faculty, staff, or students.

11.9 In its relationships with the Commission on Institutions of Higher Education, the institution demonstrates honesty and integrity, and it complies with the Commission's Standards, policies, Requirements of Affiliation, and requests.

11.10 In addition to the considerations stated in this Standard, the institution adheres to those requirements related to institutional integrity embodied in all other Commission Standards.

Institutional Effectiveness

11.11 The pursuit of institutional integrity is strengthened through the application of findings from periodic and episodic assessments of the policies and conditions that support the achievement of these aims among members of the institutional community.

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Designed by Kyu Oh, Montserrat Design

Appendix 8.b

Handbook of Accreditation

of Degree Programs in Project Management

Third Edition (3.1)

Table of Contents

Foreword to the Third Edition (3.1)

This handbook supersedes the *GAC Handbook of Accreditation of Degree Programs in Project Management* – Third Edition, published in 2010. The revisions in this edition reflect the following:

- A revised accreditation standard (C.2.4) regarding Information in the public domain. This standard assists the public in assessing accredited programs' performances, including student achievement.
- More fully detailed GAC Appeals & Complaints policies and processes.
- These revisions to the Handbook were made to clarify and affirm the independence and commitment to rigorous standards of the GAC in its accreditation procedures and decisions.

History of the Development of Earlier Editions:

The *GAC Handbook of Accreditation of Degree Programs in Project Management* was originally published in 2001, concurrent with the founding of the GAC Program. In the years following the release of the original Handbook, the discipline of project management became increasingly recognized in academia throughout the world. In an effort to take advantage of the GAC experience to date and to reflect a global view of this discipline, the GAC began the process of revising its Accreditation Standards in 2007. The Second Edition document, published in 2008, reflecting global input from the respondents listed on pages four and five (below), was the final result.

The Third Edition document, published in 2010, reflected GAC's continued growth by clarifing the scope of the GAC's accreditation program and the GAC's adherence to the highest standards of integrity and independence in performing its accreditation functions.

The GAC wishes to thank the following individuals for their contributions to the continuing development of these standards:

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- John Cable, *University of Maryland;*
- Lynn Crawford, *Bond University;*
- James M. Szot, *The University of Texas at Dallas;*
- Christine Watson, *Planning Specialists Inc;*
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- Andrew Gale, *The University of Manchester;*
- Christina Barbosa, *By Connection Consulting and Training & FGV - Fundação Getúlio Vargas;*
- Saul Spivack, *Project Management Institute/GAC Staff;*
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Preface

The Project Management Institute Global Accreditation Center for Project Management Education Programs (hereafter referred to as "the GAC") is a voluntary committee of the Board of Directors of Project Management Institute (PMI). The PMI Board established the GAC in 2001 as an independent academic accreditation body for the policies, procedures and standards for accrediting project management programs at the bachelor's, master's and doctoral degree levels. The PMI Board also assigned independent authority to the GAC to accredit those programs that meet and maintain the standards of performance as set forth in this Handbook. In 2009, in accordance with its unique role, and in recognition of the need for independent evaluation of academic programs seeking accreditation, PMI and the GAC executed a Memorandum of Understanding (MOU) affirming that the GAC is authorized to perform its duties evaluating and accrediting degree programs related to project management autonomously, and PMI is committed to honoring GAC's independence in that regard. The GAC Board is governed by a board of volunteer members comprising a balance between academic faculty and industry representatives, with at least one member representing the interests of the public.

The mission of the GAC is to advance excellence in project management education worldwide through collaboration with and support of academic institutions and through accreditation of academic programs. The GAC's objective is to become recognized as the international authority for project management educational quality standards, supporting a vibrant network of academic programs and faculty that inspire project management thought leadership in education.

To this end, the GAC's primary objective in the accreditation process is collaboration with colleges, universities and other educational institutions to encourage appropriate education and career development within the field of project management. These processes are intended to ensure that "GAC Accredited" educational programs in project management adequately prepare students to meet the current and anticipated needs of businesses and government organizations for qualified professionals working in the field of project management.

Prospective students, employees and employers may then use the "GAC Accredited" designation as a guide in choosing educational programs related to the field of project management and in recruiting qualified employees within the field of project management.

As recommended by the 1998 PMI Accreditation Options Feasibility Report, the GAC Accreditation Standards are outcome-based rather than prescriptive in nature and allow for recognition of current educational trends such as distance learning. These outcomes have been determined through the study and validation of the roles and tasks, which are generally required within the practice of project management.

This Handbook outlines the overall objectives of GAC Accreditation, the accreditation process for applicant programs, the process for maintaining accreditation, and the Accreditation Standards and Guidelines.

This Handbook is available to all interested parties. Copies may be downloaded from the GAC website at www.gacpm.org or requests for hard copies may be sent to:

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The Project Management Institute Global Accreditation Center for Project Management Education Programs (GAC) Philosophy of Accreditation

The Project Management Institute Global Accreditation Center for Project Management Education Programs (GAC) is committed to the attainment and maintenance of excellence and continuous improvement in educational programs related to the field of project management. To this end, it has established the policies, procedures, and standards set forth in this Handbook as a means of assessing the ability of educational programs seeking GAC Accreditation status to achieve the learning and performance objectives described herein. The process is dynamic, and the interpretation of the standards is subject to change as environments, technology, circumstances and stakeholder communities evolve.

Both self-evaluation and peer evaluation by professionals, rather than regulation by external forces, provide the most effective assurance of accountability to the GAC's various stakeholders. Project management degree programs that successfully complete the accreditation review are identified as GAC accredited. The term GAC accredited as used by a program within an institution of higher learning assures students and other stakeholders that the project management instruction that is being provided by that program, meets or exceeds the standards that have been established and defined by the GAC and documented in this Handbook.

The Role and Value of Accreditation

Accreditation has two fundamental purposes: to assure the quality of an institution or program, and to assist in the improvement of the institution or program. Accreditation, which applies to institutions or programs, is to be distinguished from certification and licensure, which apply to individuals.

Accreditation may be conducted at either the *institutional* or *programmatic* level. Bodies conducting *institutional* accreditation consider the characteristics of whole institutions. For this reason, an institutional accrediting body gives attention not only to the educational offerings of the institutions it accredits, but also to other institutional characteristics such as student personnel services, financial conditions, and administrative strength.

Bodies conducting *programmatic* or specialized accreditation, such as the GAC, conduct accreditation of programs preparing students for a profession or occupation. Such bodies are often closely associated with professional associations in the field. A specialized accrediting body focuses its attention on a particular program within an institution of higher education, and provides a basic assurance of the scope and quality of professional or occupational preparation.

The GAC is a specialized accrediting body that assures the quality of project management degree programs at the graduate and undergraduate levels. There are several valuable aspects to this specialized accreditation, in addition to being recognized as one of a select group of programs that embraces and promotes the discipline of project management. Once a program is accredited, its stature within the institution is elevated, as it has completed a rigorous accreditation process, which includes an in-depth Self-evaluation Report and an on-site visit by a team of independent reviewers who verify the findings of the Self-evaluation Report. This self-evaluation leads to the refinement, evolution, and ultimately, improvement of a program.

Section A: About the GAC

The GAC has specific responsibilities and functions to ensure a continual and effective process for the accreditation of degree-granting programs pertaining to the field of project management. The GAC Board's membership includes voting representatives from relevant academic programs, industry, project management stakeholders and the public at large. GAC Board members serve without compensation.

A.1: Mission and Objectives

A.1.1: The mission of the GAC is to advance excellence in project management education worldwide through collaboration with and support of academic institutions, and through accreditation of academic programs.

A.1.2: The GAC's primary objective in the accreditation process is to ensure that GAC accredited educational programs in project management adequately prepare students to meet the current and anticipated needs of businesses and government organizations for qualified professionals working in the field of project management.

A.1.3: Scope of Accreditation: The GAC is a specialized accrediting body that accredits degree programs at the bachelor's, postgraduate and doctorate levels in the field of project management that are offered within accredited institutions of higher education worldwide.

A.2: Powers and Responsibilities

The GAC has the following powers and responsibilities:

A.2.1: To function as the policy-making body in all matters related to GAC Accreditation of academic programs in the field of project management, and to be solely responsible for all related decisions.

A.2.2: To develop and enhance standards and guidelines for evaluating program effectiveness in the field of project management education and to foster excellence in the same.

A.2.3: To develop and maintain policies and procedures, *GAC Handbook of Accreditation of Degree Programs in Project Management, On-Site Visit Guidelines* and other appropriate documentation for programmatic self-evaluation, and to distribute these upon request.

A.2.4: To ensure that the accreditation process recognizes the diversity of academic programs in the field of project management and provides assurance that such programs meet the GAC Accreditation Standards, including the Program Outcomes and Project Management Core Learning Outcomes, which have been established by the GAC.

A.2.5: To provide counsel and assistance as needed to established and developing academic programs in the field of project management, and to facilitate a collaborative community for these programs.

A.2.6: To receive, review, arbitrate and decide written appeals from any applicant program appealing an action of the GAC.

A.2.7: To schedule and coordinate the processes of GAC Accreditation of academic programs in the field of project management.

A.2.8: The GAC has the sole and final authority for granting GAC Accreditation to applicant academic programs in the field of project management.

A.2.9: To commission and appoint members to GAC committees and working teams focusing on specific task areas to ensure effectiveness and continuous improvement in the area of accrediting academic programs in the field of project management.

A.3: Composition, Authority and Governance

A.3.1: | **Composition and General Authority.**

The GAC Board shall consist of from seven (7) to eleven (11) members that represent the diverse interests of business, industry, academia, government and allied professions. A majority of members shall be drawn from academia, and at least one member shall represent the public-at-large. The public member shall not be currently or previously employed in the project management field, and shall be in good standing in his or her professional community. The Accreditation Programs Administrator shall serve as an ex-officio, non-voting member of the GAC Board.

A.3.1.1: GAC Board Members shall be eligible to serve a maximum of three (3) consecutive 3-year terms, or a maximum of nine (9) years total service. Additional terms may be granted upon unanimous consent of the GAC Board.

A.3.1.2: Members serving on the GAC Board shall reflect:

- A balance among the geographical location and wide range of educational programs served by the GAC;
- A balance between academia, industry and the public-at-large;
- No discrimination on the basis of race, age, religion, national origin, sex or disability nor any other status protected under law.

A.3.1.3: The appointment of persons representing a wide range of professional and academic interests is designed to provide a balanced, comprehensive review of academic programs pertaining to the discipline of project management.

A.3.1.4: The general duty of the GAC Board Members shall be to carry out the purposes and objectives of the GAC, in accordance with the GAC Bylaws, in their present or amended form, and with any applicable law.

A.3.1.5: A Chairperson and Vice Chairperson(s) shall be elected by majority vote of the GAC Board Members, and shall serve for a two-year period provisional upon the time remaining in their respective terms. The term for the Chairperson and Vice Chairperson(s) will start 1 January, immediately following the election.

A.3.1.6: Specific Authority: The GAC Board Members shall have the authority and control over all matters related to the specific powers and responsibilities delineated under A.2 noted above.

A.3.1.7: Appointment, removal and replacement of the GAC Chairperson, Vice Chairperson(s), and GAC Board Members shall be in accordance with the procedures delineated in the GAC Bylaws.

A.4: Code of Good Practice

In accord with other accrediting bodies, the GAC and the GAC Board subscribes to and follows these guidelines:

A.4.1: | Recognize that the primary purpose of its activities is the quality assessment and the enhancement of academic programs in the field of project management;

A.4.2: | Recognize that accreditation is a dynamic process, and that a program's accreditation status is to be reviewed regularly;

A.4.3: | Foster the pursuit of excellence and assist in the improvement of academic programs in the field of project management;

A.4.4: | Design the accreditation process to stimulate academic programs in the field of project management toward continuous improvement;

A.4.5: | Ensure the effectiveness and objectivity of the accreditation processes, using relevant information and utilizing experienced and qualified evaluators;

A.4.6: | Ensure that the accreditation processes recognize the diversity of academic programs in the field of project management;

A.4.7: | Encourage sound educational experimentation and innovation;

A.4.8: | Regard the text of the evaluation reports and all other communications relating to applicants for accreditation as confidential;

A.4.9: | Refrains from conditioning or offering accreditation upon the payment of fees for purposes other than administrative fees and actual evaluation costs or for any reason other than the applicant's demonstrated qualification for accreditation.

In addition, each Board Member of the GAC:

A.4.10: | Shall accept and subscribe to the purposes of accreditation as defined in the GAC's Statement of Mission and Objectives;

A.4.11: | Shall not discuss matters regarding the accreditation of a specific academic program outside of the formal parameters set by GAC review policy and will refer all inquiries to the Chairperson of the GAC and/or Accreditation Programs Administrator;

A.4.12: | Shall funnel specific discussions and/or concerns about an academic program's accreditation through the Chairperson of the GAC and/or the Accreditation Programs Administrator;

A.4.13: | Shall hold in confidence all documents that are prepared for GAC Board meetings;

A.4.14: | Shall spend the necessary time preparing for GAC Board meetings in order to fully contribute to GAC discussion and action;

A.4.15: | Will excuse himself/herself from deliberations or votes on decisions regarding any individual programs of which he/she is a former or current employee or trustee, consultant, business partner or supporter;

A.4.16. | Will not participate in deliberations or vote on decisions in which he/she has any other personal interest that might reasonably appear to suggest divided loyalties or otherwise impair independent unbiased judgment;

A.4.17: | Shall refrain from the potential of, or actual, conflict of interest or self-dealing, and advise the GAC Board of any personal activity that is related to academic programs that have formally applied to or are being evaluated by the GAC for accreditation.

A.5: GAC Meetings/Actions

A.5.1: | **Annual Meeting:**
The GAC Board will hold an annual face-to-face meeting for the transaction of business items set before the GAC and the announcement of any GAC decisions and/or rulings related to the accreditation of applicant academic project management programs.

A.5.2: | **Regular Meetings:**
In addition to the annual meeting, there shall be at least one (1) other regular meeting of the GAC Board each year for the transaction of any emergent business items set before the GAC Board requiring prompt

resolution. These meetings may be done via telephone conference call or other telecommunications, which allow all participants to fully communicate during the proceedings. The GAC Board conducts business as needed, on a monthly basis, via teleconference.

A.5.3: | **Meeting Quorum:**
A majority of GAC Board Members shall constitute a quorum of any meeting of the GAC Board, and shall be capable of transacting any business items authorized by the GAC Bylaws.

A.5.4: | **Board Actions:**
Each decision of the GAC Board shall be by a majority vote unless otherwise required by law, GAC policies, or GAC bylaws. Each GAC Board Member shall be entitled to one (1) vote on any matter coming before the GAC Board. All decisions on GAC Accreditation shall require the consensus of a majority of GAC Board Members.

Section B: The GAC Accreditation Process

B.1: Process Overview and Time Frame

The GAC Accreditation process consists of the following steps:

- Letter of Intent/Executive Summary
- Self-evaluation Report
- On-site Visit
- GAC Decision

A project management program applying for accreditation may expect the entire process to take approximately one year. From acceptance of the Letter of Intent/Executive Summary, the applicant program may take up to six months to complete and deliver the Self-evaluation Report. Once the report is received, the GAC Board will evaluate the report at its next regularly scheduled monthly meeting. The result of the evaluation may be to authorize the on-site visit or the GAC Board may request further clarifying information. Once the Self-evaluation Report is approved, the on-site visit will be scheduled at a time mutually convenient to the applicant program and the evaluation team. The on-site visit can normally be expected to occur within 90 days of acceptance of the Self-evaluation Report by the GAC Board. Within 30 days of the completion of the on-site visit, the on-site team will submit its report to the GAC Board. At its next regularly scheduled meeting, the GAC Board makes its accreditation decision regarding the applicant program(s). This decision is based on the collective evidence provided by the Letter of Intent, the Self-evaluation Report and the On-Site Visit Report and Recommendation.

B.2: Accreditation Process Steps

The GAC Accreditation process is very rigorous and truly shows a commitment to excellence in project management education on the part of the applicant program. There are four steps to the process:

B.2.1: | **The Letter of Intent/Executive Summary**
The program must be part of an institution accredited by a recognized accrediting agency for higher education or appropriate government agency, and the institution must be legally authorized, under applicable law, to confer higher education degrees. In addition, the program must have a degree of

autonomy that is both comparable to that afforded to the other relevant professional programs in the institution, and sufficient to assure conformance with all the conditions for GAC Accreditation.

B.2.1.1: To demonstrate that the above criteria are met, the applicant program's Letter of Intent must include an Executive Summary (refer to Appendix A of this Handbook for more detailed information). This Executive Summary addresses the following information:

- The complete institution name and school/college/department within the institution where the applicant program is housed, including names of branch campuses where the applicant program(s) is offered;
- Exact title and short description of the degree(s) conferred upon completion of the program of study. The applicant program should clearly state the primary delivery format for each degree program submitted for accreditation;
- The reason why the program is seeking GAC Accreditation at this time;
- A statement verifying the applicant degree program resides within an institution of higher learning that is accredited by a recognized accrediting agency or appropriate government agency, and that the institution is legally authorized, under applicable law, to confer higher education degrees;
- A description of the program's administrative structure, including budgetary support;
- A statement of the mission or vision of the applicant program(s);
- A statement detailing the admissions policy for the applicant program(s);
- A description of any special entrance enticements/incentives offered to attract students to the applicant program;
- A description of the student market [students who enroll and graduate from the applicant program(s)];
- A statement that the program(s) has (have) been in operation for a minimum of two years, with at least one graduating class. Include a statement on the number of students enrolled and the number of graduates;
- The approximate date when the applicant program intends to submit its Self-evaluation Report;
- The name(s) of the appropriate program points of contact at the applicant program [please include name(s), title(s), address, telephone number(s) and e-mail address(es)].
- A complete statement of academic requirements to satisfy the applicant degree program, including a listing of core and elective courses required for each degree program.

B.2.1.2: The letter must be sent on the applicant program's university/college letterhead and must include the signatures of the program director and the senior manager or administrator (e.g., dean, department head or equivalent administrator) to whom the program director reports.

B.2.1.3 The Application Fee must be included with the Letter of Intent documentation. Please refer to Section B.8, Fees, for more details.

B.2.1.4: Submit the Letter of Intent to:

The Project Management Institute Global Accreditation Center for Project Management Education Programs (GAC)
Attention: Accreditation Programs Administrator
14 Campus Boulevard
Newtown Square, PA 19073
United States
E-mail: gac@pmi.org

B.2.1.5: Upon receipt, the Letter of Intent/Executive Summary is reviewed by the GAC for compliance. If the letter is found compliant, the applicant program is notified of acceptance, the submitted application fee is processed and permission is granted to proceed with the preparation of the programmatic Self-evaluation Report.

If the letter is non-compliant, the applicant program is notified of missing/non-compliant criteria and asked to re-submit the Letter of Intent/Executive Summary.

B.2.2: | **Accreditation Resources and Information Sessions**

Academic degree program(s) considering GAC accreditation, are encouraged to utilize the following accreditation resources:

B.2.2.1: The GAC hosts optional in-person Accreditation Seminars during the year. Online webinars may also be scheduled to fit the applicant's schedule. Applicants are encouraged to attend these sessions to better understand the GAC accreditation process and receive assistance in preparing the Self-evaluation Report. Please visit the events area of the GAC website (www.gacpm.org) or contact gac@pmi.org for more information.

B.2.2.2: A template with step by step information regarding preparing the GAC accreditation Letter of Intent/Executive Summary and the Self-evaluation Report is also available on the GAC website at www.gacpm.org.

B.2.2.3: Programs considering accreditation are also encouraged to contact volunteer GAC mentors who have agreed to provide guidance in the process. These mentors work in GAC accredited project management programs. Please e-mail gac@pmi.org with your mentorship requests.

B.2.3: | **The Self-evaluation Report**

From acceptance of the Letter of Intent/Executive Summary, the applicant may take up to six months to complete and deliver the Self-evaluation Report to GAC. The Self-evaluation Report should be prepared in compliance with the following guidelines. For more information regarding the format of the document, please refer to the Self-evaluation Report template posted on the GAC website at www.gacpm.org.

B.2.3.1: **Self-evaluation Report Guidelines.** Applicant programs should use the GAC Accreditation Standards as the primary basis for the Self-evaluation Report. The self-evaluation material should be organized as a concise, readable, but substantial document that can later be used for internal planning by faculty members, administrators and students. It is strongly recommended that the applicant program use the Self-evaluation Report Template as a guide for structuring the report.

Further guidelines for the preparation of the Self-evaluation Report are included within the individual GAC Accreditation Standards area of this Handbook (Section C). Through the preparation of a Self-evaluation Report, the applicant program mobilizes its various elements to reflect on its purposes and effectiveness. During the self-evaluation phase of the accreditation process, the applicant program collects and presents evidence, which demonstrates that the GAC Accreditation Standards, including Program Outcomes and Project Management Core Learning Outcomes are being met. The following questions are critical:

a. What are the program's objectives?
b. Are these objectives appropriate for this particular program and in consonance with the GAC Accreditation Standards?
c. Are all of its efforts organized and designed so as to make it possible to achieve the GAC Accreditation Standards?
d. Are the resources available to meet the applicant program's objectives and the GAC Accreditation Standards? Will they continue to be available in the future?
e. What evidence exists to show that the GAC Accreditation Standards are being achieved?

B.2.3.2: **Format and Printing of the Self-evaluation Report.** The Self-evaluation Report should be structured as follows:

a. Signature Sheet: The report must include the signatures of the program director and the senior manager or administrator (e.g., dean, department head or equivalent administrator) to whom the program director reports, indicating their support for the project management program and accreditation initiative. The administrators should be those who are most responsible for the project management program area;
b. Table of Contents;
c. Submission of updated Executive Summary: The Self-evaluation Report submission must also include an updated "Executive Summary" of the applicant program(s). This summary is the same document that was submitted with the Letter of Intent. It is simply updated to present the current state of the applicant program. The format for this Executive Summary is found in Appendix A;
d. Body of Report: The Body of the Report constitutes the self-evaluation of the program-based criteria found in the GAC Accreditation Standards, found in Section C of this Handbook. As noted in the Self-evaluation Report Template on the GAC website (www.gacpm.org), applicant programs are asked, if possible, to limit the body of the Self-evaluation Report document to 100 pages or less.
e. Appendices: The appendices are the section where additional information regarding the applicant program is included, such as the program catalog, faculty resumes, sample class and faculty evaluations, applicant strategic plan, etc.

B.2.3.3: **Payment of Accreditation Fee.** The Accreditation Fee must be included with the Self-evaluation Report documentation submission. Please refer to Section B.8, Fees, for more details.

B.2.3.4: **Reproduction, Binding and Shipment.** The report should be reproduced in a clear and legible manner. Any appendices, exhibits or supportive materials may be designated "Appendices" or "Exhibits." These appendices or exhibits should include a program catalog (or print out of web-based catalog) and any other descriptive literature/documentation, which will provide supportive evidence that the GAC Accreditation Standards are met by the program applying for accreditation. Please make sure the hard copy report is not bound or inserted into notebooks, tabs or other devices that cannot be readily scanned and duplicated.

Prior to shipment of hard copies, please send a soft copy final draft to gac@pmi.org. GAC Staff will review the final draft submission and notify the applicant program(s) of any omissions or additional information that needs to be added to the final submission.

Five hard copies and one electronic copy (Word compatible document) of the final Self-evaluation Report with supporting documentation and the accreditation fee should be forwarded to:

The Project Management Institute Global Accreditation Center for Project Management Education Programs (GAC)
Attention: Accreditation Programs Administrator
14 Campus Boulevard
Newtown Square, PA 19073
United States
E-mail: gac@pmi.org

One hard copy will be archived and used as an office copy.

B.2.3.5: **Failure to Submit Self-evaluation Report.** Applicant programs who fail to submit the Self-evaluation Report within the prescribed time are removed from the list of applicant programs and forfeit the application fee. To reinitiate the accreditation process, programs must submit a new letter of intent and the appropriate fees.

B.2.3.6: **GAC Board Review of Submitted Self-evaluation Report.** After receipt of the Self-evaluation Report, GAC Staff complete a review of the submission to ensure that all required documentation and information are submitted. If all of the documentation is in order the Report will be forwarded to the GAC Board for review and discussion.

A decision regarding the acceptance of the report will be made at the earliest opportunity during the regularly scheduled meeting of the GAC Board.

The GAC Board discussion of the Self-evaluation Report submission can have three outcomes:

a. Approval of the Self-evaluation Report submission and permission to move forward with the on-site visit process
b. GAC Board request for additional, clarifying information from the applicant program before a decision can be rendered. In this case the submission is put on hold until the additional information is submitted and can again be reviewed by the GAC Board.
c. In some cases, the GAC Board may find that the applicant program does not substantially comply with the GAC Accreditation Standards. In this case, the GAC Board may choose to stop the accreditation process

The applicant program(s) is notified of the GAC Board decision regarding the Self-evaluation Report submission. If the Report is approved, the accreditation fees are processed and the on-site visit is scheduled.

B.2.4: | **The On-site Visit Evaluation**
After the Self-evaluation Report has been reviewed and approved by the GAC Board, arrangements are made for an on-site visit of the applicant program by an on-site visit evaluation team. The specific steps of the on-site visit process are included as Appendix B of this Handbook.

B.2.4.1: **Payment of On-site Visit Fee.** The On-site Visit Fee must be submitted prior to the commencement of the On-site Visit. Please refer to Section B.8, Fees for more details.

B.2.4.2: **On-site Visit Logistics.** The dates of the on-site visit are agreed upon by both the GAC and the applicant program. GAC on-site visit teams are normally comprised of one team lead, and one or two additional team members. At least one member of the team will be a project management practitioner, and at least one member of the team will be from the project management academic community.

During the on-site visit, team members may follow up on:

- Any question raised by the GAC Board during the review of the Self-evaluation Report;
- Verify the information presented in the Self-evaluation Report;
- In addition, team members spend time interviewing key administrative officers, program representatives, faculty members and students that are enrolled or have graduated from the program;
- Lastly, team members will review classroom facilities, library resources and other resources used to support the program.

GAC on-site visits typically require two to three business days to complete. The applicant program is responsible for lodging and all expenses associated with the visit. At the completion of the visit, the team presents its findings to the applicant program for review and verification. Within 30 days of completion of the on-site visit, the final On-site Visit Report and recommendations are then forwarded to the GAC Board for the accreditation decision.

B.2.5: | **Evaluation of On-site Visit Report and Recommendations**

Upon receipt of the On-site Visit Report and recommendations, the GAC Board evaluates the report and recommendations at its next earliest possible regularly scheduled meeting. The GAC Board then makes its accreditation decision regarding the applicant's program(s).

This decision is based on the collective evidence provided by the Letter of Intent/Executive Summary, the Self-evaluation Report and the On-site Visit Report and recommendations.

B.3: Range of Accreditation Decisions

The range of official GAC Board decisions is as follows:

B.3.1: | **Grant of Accreditation**

A program seeking initial accreditation may be granted accreditation for a maximum period of seven years. The grant of accreditation may include a request for informational reports as a condition of accreditation. The GAC Board will note the nature, purpose and scope of the information requested in its decision letter. All requests for additional information will be referenced to a specific accreditation standard.

In addition to an official decision letter granting GAC accreditation, the newly accredited program is sent an "Annual Report and Improvements Accreditation" letter. This letter outlines three key areas of GAC Accreditation:

- Opportunities for improvement noted in the On-site Visit Report and suggestions regarding the applicant program;
- The template for submission of the annual report;
- Benefits of GAC Accreditation.

An Award of Accreditation is presented to the accredited program(s) at a mutually beneficial time and place.

B.3.2: | **Deferral of Accreditation**

The GAC Board may defer action on a program's accreditation when it judges that it has insufficient data on which to base a decision. If the decision of the GAC Board is to defer accreditation status, the GAC Board will outline the reasons for deferral based on the relevant GAC Accreditation Standards in

its official decision letter to the applicant program. The letter will also state, if applicable, the required information necessary for the GAC Board to reach a decision at a later meeting. The GAC Board may recommend that a decision be deferred for up to one year at the discretion of the GAC Board. The GAC Board may also require an on-site visit with a review limited to those issues that constituted the basis for the deferral.

B.3.3: | **Denial of Accreditation**

The GAC Board may deny a grant of accreditation if it judges that a program does not meet the established GAC Accreditation Standards at the time of the review and will not be able to bring the program into compliance within the one year allotted for a deferral. If the decision of the GAC is to deny accreditation status, the GAC Board will outline the reasons for denial based on the relevant GAC Accreditation Standards in its official decision letter to the applicant program. The GAC Board will also inform the program of its right to appeal the decision. Further information concerning the GAC Accreditation Program appeals process may be found in Appendix C of this Handbook.

A program denied accreditation may reapply following a one-year period and must complete all steps in the initial application process.

B.3.4: | **Withdrawal of Accreditation**

The GAC Board reserves the right to withdraw a grant of accreditation if it is determined that a program fails to demonstrate compliance with the established GAC Accreditation Standards. A program found to not be in compliance would be given the opportunity to respond to the GAC prior to any vote to remove accreditation.

B.4: Announcement of GAC Decisions

All decisions of the GAC Board acting on the behalf of The Project Management Institute Global Accreditation Center for Project Management Education Programs (GAC) shall be announced in the following manner:

Within 30 days after the decision, the GAC Chairperson shall notify, in writing, the program director and the senior manager or administrator (e.g., dean, department head or equivalent administrator) to whom the program director reports as to the action of the GAC.

GAC also posts GAC Board accreditation decisions on its website, www.gacpm.org.

All correspondence, minutes, annual reports, interim reports and other materials used in the deliberations of the GAC Board shall be held in strict confidence.

B.5: Withdrawal of Initial Accreditation Request

The GAC will accept a written request from an applicant program to withdraw its initial application for GAC accreditation at any time during the accreditation process. One copy of any submitted application documentation (for example, Letter of Intent, Self-evaluation Report materials, etc.) will be retained by the GAC for historical purposes. All other materials related to the application will be destroyed.

B.6: Continuing Accreditation Responsibilities

GAC accredited programs are periodically reviewed and evaluated by the GAC Board. The timing of these reviews varies in accordance with the circumstances at a given program, and with the GAC's judgment as to how it can best serve the program's needs while simultaneously meeting its broader responsibilities. The interval between comprehensive evaluations for programs, which have been GAC accredited, cannot, however, be longer than seven years. In the interim,

programs are required to prepare and submit annual reports to the GAC. In addition, programs may also be required to submit special reports indicating progress in areas of concern identified by the GAC Board, or to undergo limited evaluations focused on specified matters. When a program undergoes a substantive change, or if its educational effectiveness is questioned at any time, the GAC will take appropriate action. The GAC reserves the right to review an accredited program at any time that circumstances may require.

B.6.1: | **Annual Reports**

During the period of a program's GAC accreditation, an annual report must be filed by the program at the time of its annual maintenance fee submission. This report notes any changes/improvements in the accredited degree program or institution where it is housed, particularly addressing opportunities for improvement noted in the "Annual Report and Improvements Accreditation Letter" sent with the Grant of Accreditation Letter. The GAC Board may also request that an annual report address specific issues of concern above and beyond those areas regularly addressed by the annual report form.

The annual report should include but is not limited to the following:

- Assessment of Anticipated Outcomes;
- Academic Community/Faculty and Staff;
- Program Outcomes/Project Management Core Learning Outcomes;
- Student Performance Criteria /Information in the Public Domain;
- Other significant changes in the program (e.g., support services, student selection, financial resources, etc.).

All annual reports will be reviewed by the GAC staff and presented to the GAC Board at its regularly scheduled meetings. Any resultant GAC decisions will be forwarded to the accredited program within thirty (30) days of the GAC Board meeting. For more information regarding this report, please refer to the "Annual Report Requirements and Template" in Appendix D of this Handbook.

B.6.2: | **Renewal of Accreditation**

Every program accredited by the GAC must undergo a comprehensive re-evaluation and GAC Renewal of Accreditation at least once every seven years.

B.6.2.1: **The GAC Renewal of Accreditation Process.** One year prior to the accredited program's current expiration of GAC accreditation, a "Letter of Request for Intent to Renew GAC Accreditation" is sent to the main point of contact for the GAC accredited program with the final invoice for the annual maintenance fee for the current GAC accreditation cycle.

Programs planning to renew their GAC accreditation must complete a Letter of Intent for Renewal of GAC Accreditation, submit an Executive Summary, and generally follow the GAC Accreditation process for new applicant programs. The specific steps and timelines for GAC Renewal of Accreditation are included in Appendix E of this Handbook.

All components of the GAC accreditation process, that is, Self-evaluation, On-site Visit and GAC Board decision, must be completed by the program requesting Renewal of GAC Accreditation prior to the expiration of its current accreditation cycle. If the accreditation renewal process is not completed during this time period, the program(s) risks losing GAC accreditation.

B.6.3: | **Substantive Change Policy**

A **substantive** change to an accredited program is one that may impact the degree to which the program complies with the GAC Accreditation Standards. Substantive changes may include, but are not limited to:

- Changes in ownership, legal status or form of control;
- Introducing a new educational method beyond the scope described in the application, e.g., adding significant distance learning or self-evaluation components;
- Changes in the accredited program's source(s) of financial support;
- Merging of current accredited programs to create a new program.

When substantive changes occur, the primary concern of the GAC is that the accredited program continues to meet the GAC Accreditation Standards. Accredited programs must be able to demonstrate that any substantive change(s) will not adversely affect the ability of the program to comply with established Standards. If the program changes are judged to represent a sufficient departure from practices in place at the time of application, the GAC may elect to re-evaluate the program before the next formal GAC Renewal of Accreditation is due.

B.6.3.1: **Reporting Substantive Changes:** All accredited programs are expected to report substantive changes **in writing** to the GAC in a timely manner. If a program is uncertain whether a change is substantive, the provider should contact the GAC staff for clarification and guidance.

The following procedures shall apply to substantive changes:

- GAC accredited programs must report any substantive change(s) to the GAC;
- The program must submit a description and/or documentation describing the change(s) and explaining how the accredited program will continue to comply with GAC Accreditation Standards;
- Accredited programs will receive written notification that:
  a. The information is acceptable and will be kept on file for review at the time of the program's next scheduled GAC Renewal of Accreditation, or
  b. Additional documentation is required for re-evaluation prior to the next scheduled GAC Renewal of Accreditation.
- The GAC may exercise its right to re-evaluate an accredited program at any time during the approval period;
- When an accredited program has received written notification to provide additional documentation, **failure to submit the requested documentation shall be considered grounds for withdrawal of GAC accreditation status** at the next regularly scheduled meetings of the GAC Board;
- Submission of false or misleading information shall be grounds for withdrawal of GAC accreditation status.

B.6.4: | **Review and Approval of New Programs Developed after Primary Accreditation**

Project management programs that have already completed the GAC accreditation process may apply to the GAC to have additional newly developed programs accredited. In order for an individual review of the program to be completed, the following information regarding the new program must be submitted to the GAC:

- For all degree programs submitted for accreditation, a statement listing the full name of the degree program(s) that is being submitted for accreditation. Indicate if the degree program is offered on multiple campuses, or in different formats such as online, distance learning, etc.
- Name(s) of the program administrator(s);
- Entrance requirements for the degree program;
- Course structure and research requirement;
- Number of credit hours (or equivalent) that constitutes the degree program;
- Required and elective courses that make up the degree program, highlighting the project management components of these courses/modules;
- Courses that are part of the new program that may not have been included during a previous accreditation review (provide complete information about content);
- A listing of any new faculty (provide resume and other descriptive information as to their roles in the program);
- Provide evidence that the new degree program will produce students who meet the academic performance outcomes contained in the GAC Accreditation Standards in general, and specifically, as outlined in GAC Accreditation Standard C.2.8 - Student Performance Criteria. Additionally, provide information addressing the following sub-sections of the GAC Accreditation Standards: C.2.6.1; C.2.6.2; C.2.6.3, as well as a graphic matrix and narrative, describing how the applicant programs meet the GAC Accreditation Standards' Project Management Core Learning Outcomes (reference C.2.7.1 and C.2.7.2 of the GAC Accreditation Standards);
- Provide evidence that at least one class has graduated.

Once the GAC Board evaluates this information a decision is made. The range of decisions can be:

- To accredit the new program;
- To ask for more information;
- To request an On-site Visit prior to further action;
- To require completion of the full accreditation process (Self-evaluation Report, On-site visit, etc.).

B.7: Appeals/Complaint Process

B.7.1: **Appeal of a Decision by the GAC**

Any denial or withdrawal of accreditation may be appealed according to the appeals process established by the GAC Board. In all cases of an action that may be appealed, the GAC Board will provide the program the reasons for its action by referencing the specific GAC Accreditation Standards. Further information concerning the process to appeal a decision by the GAC may be found in Appendix C.

B.7.2: **Complaints Against a GAC Accredited Program**

The GAC is concerned with maintaining programmatic integrity and performance, which are consistent with its established policies and standards. Further information concerning the process to lodge a complaint against a GAC accredited program may be found in Appendix C.

B.8: Fees

B.8.1: **Fees**

The GAC will assess the following fees for the conduct and maintenance of the GAC Accreditation process:

- Application Fee – to be submitted with the Letter of Intent/Executive Summary;
- Accreditation Fee – to be submitted with the Self-evaluation Report;
- On-Site Review Fee – to be submitted by the applicant program when the On-Site Visit is authorized (after acceptance of the Self-evaluation Report).

- On-Site Visit Expenses – The applicant program will be responsible for the expenses incurred by the members of the on-site visit team, including transportation, lodging, meals, and other miscellaneous expenses. Every effort will be made to keep all related accreditation expenses at a reasonable level;
- Annual Maintenance Fee – payable on annual invoice;
- Re-evaluation Fee (Renewal of Accreditation programs only) – to be submitted with the Renewal of Accreditation Self-evaluation Report.

Please refer to the "GAC Fee Schedule" posted on the GAC website (www.gacpm.org) for specific fees associated with each step of the accreditation process.

B.8.2: | **Payment Information**
Checks, money orders, wire transfers or credit cards are acceptable. Please make checks payable to "Project Management Institute." Checks must be in U.S. currency and drawn on a U.S. bank. To make payment by credit card, include credit card details in the hard copy Letter of Intent or Self-evaluation Report submission. Please include the following information: Type of Credit Card; Amount Paid; Credit Card Number; Expiration Date; Name of Person on Credit Card. Alternatively, you could telephone the Accreditation Programs Administrator at +1-610-355-1601 to relay this information. Any questions regarding payment may be directed to the Accreditation Programs Administrator at gac@pmi.org or +1-610-355-1601.

Section C: GAC Accreditation Standards and Guidelines for Project Management Degree Programs

C.1: Eligibility Requirements for Degree Programs Seeking Accredited Status

Each program applying for accreditation by the GAC must demonstrate that it satisfies each of the standards specified herein. Taken together, these requirements define the kind of program that the GAC considers within the scope of the accrediting activities for which it assumes responsibility. All variations of a program submitted for accreditation must meet GAC Accreditation Standards.

A program eligible for GAC accreditation may consist of multiple degrees or awards as long as they are led by one academic leader and share common project management courses for same level academic awards.

Any applications for GAC accreditation must contain only one eligible program. Each program requires a separate application.

C.1.1: | **Institutional Accreditation and Legal Authority**
The institution submitting a program to the GAC for accreditation must be accredited by a recognized accrediting agency or appropriate government agency. The institution must also be an institution of higher learning that is legally authorized, under applicable law, to confer higher education degrees.

Accordingly, the applicant's Self-evaluation Report must include the following information:

C.1.1.1: Evidence that the applicant degree program resides within an institution of higher learning that is accredited by an appropriate institutional or governmental agency.

C.1.1.2: Evidence that the applicant degree program resides within an institution of higher learning that is legally authorized under, applicable law, to confer higher education degrees.

C.1.2: | **Degree Programs Eligible for Accreditation**
The applicant program should clearly identify the degrees they wish to be assessed by the GAC for accreditation. The degree program may be in project management or in some other field with a significant project management component and may include:

- Bachelor's†: 3 or 4 years full time equivalent – a minimum of 3600 study hours* (180 ECTS – European Credit Transfer System or 360 UK Credits or 120 US Semester Hours), which includes a minimum of 600 study hours (30 ECTS or 60 UK Credits or 15 US Semester Hours) of specific project management content as identified in Accreditation Standards C.2.6 and C.2.7;

- Post graduate Academic Awards† (Master's, Post graduate Diploma, etc.): 1 or 2 years full time equivalent – a minimum of 1200 study hours* (60 ECTS or 120 UK Credits or 30 US Semester Hours), which includes a minimum of 600 study hours (30 ECTS or 60 UK Credits or 15 US Semester Hours) of specific project management content as identified in Accreditation Standards C.2.6 and C.2.7;

- Doctorate† - PhD or Professional Doctorate: 3-4 years full time or equivalent – GAC recognizes that there are a range of doctorates (research, higher and professional) offered in countries around the world. To that end, the GAC will consider doctoral degrees with a major emphasis in project management, where the dissertation is focused on an aspect of project management with appropriate study hours.

*Footnote: Study hours include time spent in lectures, seminars, independent study, preparation for and taking of examinations, etc.

† GAC recognizes differences in regional academic processes and terminology.

Accordingly, the applicant's Self-evaluation Report must include the following information:

C.1.2.1: For all degree programs submitted for accreditation, a statement listing the full name of the degree program(s) that is being submitted for accreditation. Applicant programs should indicate if they offer the degree program on multiple campuses, or if they offer the degree programs in different formats such as online, distance learning, etc.

C.1.2.2: A statement describing the total number of ECTS, UK Credits or US Semester Hours contained within the degree program(s) submitted for accreditation. Include in this statement a breakdown of the total number of ECTS, UK Credits or US Semester Hours devoted to project management content.

C.1.3: | **Period of Operation**
Eligibility for GAC accreditation requires that a program has been in operation for a minimum of two years and has at least one graduating class.

Accordingly, the applicant's Self-evaluation Report must include the following information:

C.1.3.1: A statement describing the dates when the submitted program(s) were launched and the year of the first graduating class for the applicant program(s). Additional information regarding program graduates year-by-year, or semester-by-semester is encouraged.

C.2: GAC Accreditation Standards

The Self-evaluation Report submitted by the applicant program should clearly demonstrate how the program complies with and achieves each of the following standards.

C.2.1: | **Mission**
The program shall have a clearly worded mission statement, which reflects objectives that have been developed in an orderly process, consistent with the mission of the institution as a whole (where applicable), and which are realistic for the program in general. The mission and objectives should clearly identify the target market for the program and the specific workplace-related abilities that the students will be expected to achieve.

To demonstrate that the above criteria are met, the applicant's Self-evaluation Report must include the following information:

C.2.1.1: Clearly describe the mission of the degree program and demonstrate that it is consistent with the parent institution (where the program is housed) and the primary objectives of the GAC Accreditation Program – to ensure that GAC accredited educational programs in project management adequately prepare students to meet the current and anticipated needs of businesses and government organizations for qualified professionals working in the field of project management.

C.2.1.2: Evidence that the mission statement has been developed in an orderly process with clearly stated objectives, and that the mission statement and objectives are realistic for the program, given the resources and personnel that are available to the program.

C.2.2: | **Demonstration of Achievement of Mission**
The program should provide an assessment of the success in fulfilling its mission and achieving its objectives. The applicant program should provide evidence of consultation with faculty, students, and alumni and other stakeholders on the program's overall curriculum and learning context. Individual course evaluations are not deemed sufficient to provide insight into the program's substantive focus and strategy.

Accordingly, the applicant's Self-evaluation Report must include the following information:

C.2.2.1: A description of the program's ongoing self-assessment and continuous improvement processes, including examples of the means by which faculty, students and staff are involved in curriculum review and program development.

C.2.2.2: Progress, which has been made relative to each aspect of the program's mission statement.

C.2.2.3: Evidence of satisfaction with the value of the degree from faculty, students, employers, alumni and other stakeholders.

C.2.2.4: Any notable program strengths, weaknesses and future directions.

C.2.3: | **Academic Community/Faculty and Staff**
The program should demonstrate that it both benefits from and contributes to its institutional context. It must also demonstrate that it provides adequate human resources for a professional degree program in project management, including academic leadership and scholarly activity, a sufficient faculty complement, an administrative head with sufficient time for effective administration, administrative and technical support staff, and faculty support staff. Student enrollment and scheduling of classes must assure adequate time for an effective exchange between the faculty member and the student. The total teaching load should be such that faculty members have adequate time to pursue research, scholarship and practice in order to enhance their professional development in the field.

Accordingly, the applicant's Self-evaluation Report must include the following information:

C.2.3.1: The program's academic and professional standards for both faculty and students, including current resumes/curriculum vitae for all faculty involved in teaching within the applicant program and a summary of scholarly and/or academic research output for the last two calendar years and professional experience for each member of the academic staff.

C.2.3.2: The level of interaction between the program and other programs at the institution.

C.2.3.3: The contributions of the students, faculty and administrators to the governance as well as to the intellectual and social life of the institution.

C.2.3.4: Contributions of the institution to the applicant program in terms of intellectual resources as well as personnel.

C.2.3.5: A description of the distribution of effort between teaching and other responsibilities of each faculty member.

C.2.3.6: A description of the responsibilities of administration and support staff, by position.

C.2.3.7: Evidence that students evaluate individual courses and faculty.

C.2.3.8: Evidence of support for staff and faculty in acquiring new skills and knowledge, including attendance at professional meetings and sharing of information across the academic staff.

C.2.4: | **Student Support Services /Information in the Public Domain**

The program should demonstrate that it provides support and encouragement for students to assume leadership roles both during their school years and later in the profession. To assist in assessing the program's performance, including student achievement, information about the program's performance must be consistently provided to students and the public.

Accordingly, the applicant's Self-evaluation Report needs to include information on such issues as:

C.2.4.1: How students have access to necessary physical and intellectual resources relevant to the program of study.

C.2.4.2: How students have access to advising services related to their coursework and are provided with the support necessary to complete their intended course of studies.

C.2.4.3: Descriptions of student support services, including evaluation of progress, career guidance, orientation and language support services, internships and job placement (if applicable).

C.2.4.4: Any post-graduation support, which is provided to students by the applicant program.

C.2.4.5: Evidence of opportunities to participate in student professional societies and other student activities.

C.2.4.6: The description of the program as it appears in university catalogs, websites and any other institutionally authorized printed materials.

C.2.4.7: A description and examples of how the program provides information to students, prospective students, other stakeholders and the general public on the program's performance in general. This includes student achievement and other data supporting the qualitative and quantitative claims made by the program. Please submit url where this information is publicly posted to your program's website.

C.2.5: | **Student Selection**

As a general practice, students admitted to a bachelor's degree program should meet the university admission and selection policies. Students admitted to postgraduate studies (that is, Master's, Post

graduate Diploma, etc.) or doctoral degree programs should hold a bachelor's degree or equivalent from a recognized institution. In addition, assessment of applicants to advanced degree programs should be made via a review of previous academic performance, performance on a recognized standardized test, required prerequisite courses and/or relevant life experience related to the field of project management.

Accordingly, the applicant's Self-evaluation Report must demonstrate that:

C.2.5.1: The program has a clear policy for student selection.

C.2.5.2: Clear, complete and accurate information is provided to the public in the program catalog and all program promotional literature regarding candidate selection for program admission and the academic expectations of the program.

C.2.6: | **Program Outcomes**

The GAC accredits professional programs at the bachelor's, postgraduate and doctoral degree levels. GAC curricular requirements are outcomes-based rather than prescriptive in nature. The curricular requirements of the applicant program must include both general studies and specific professional studies, which respond to the needs of the institution, the project management profession, the stated mission and objectives of the program and the students, respectively. Together these components comprise a general education that ensures that graduates will be technically competent critical thinkers who are capable of defining multiple career paths within a changing societal context.

The program shall have clearly stated intended learning outcomes for each element (e.g., course or subject) of the program that are directly related to the stated mission and objectives. Within this framework, the core of a professional degree that would be accredited by the GAC must include intended learning outcomes that address the generally accepted processes, knowledge and competencies found within the project management discipline. An undergraduate program would be expected to meet these standards. At the graduate level, the program would be expected to exceed these standards within the context of project management theory, research and/or practice. At the doctorate level, the program would also go beyond expectations to expand and/or create new project management knowledge. Based on public research the topics below are generally represented at a high level in all the primary project management standards and guides. These topics would normally be expected to be part of the program or prerequisite knowledge. This list is not meant to be comprehensive of all project management topics and, therefore, academic programs are encouraged to include other topics.

- Change Control
- Cost Management
- Documentation Management
- Information / Communication Management
- Procurement
- Project Context / Environment
- Quality Management
- Reporting
- Resource Management
- Risk Management
- Time Management / Scheduling / Planning
- Stakeholder / Relationship Management
- Team Building / Development / Teamwork
- Work Content and Scope Management

While the GAC encourages the use of creative and effective means to cover these topics, the Self-evaluation Report must demonstrate that the learning outcomes specified in Accreditation Standard C.2.7, which represent a minimum project management core, are covered in the program.

Accordingly, the applicant's Self-evaluation Report must include the following:

C.2.6.1: Explicit and clearly stated intended learning outcomes that show how the program objectives will be achieved.

C.2.6.2: Identification of what students should know and be able to do by the end of the program.

C.2.6.3: Demonstrate how the curriculum design, including assessment, achieves the intended learning outcomes, and how it incorporates international and corporate aspects, professional ethics, as well as awareness of the broader trends in society.

C.2.7: | **Project Management Core Learning Outcomes**
The GAC recognizes that the coverage of these core topics may vary in emphasis in accordance with the mission of the school and the degree level. While the GAC encourages the use of creative and effective means to cover these core topics, each of the specific Learning Outcomes in the following Areas of Focus must be addressed by the applicant program in the Self-evaluation Report:

Areas of Focus:
1. Project Selection and Initiation;
2. Project Planning;
3. Project Execution and Control;
4. Project Close;
5. Ethics and Professional Responsibility.

Learning Outcomes:

1. Project Selection and Initiation
Upon completion of the program, the student will be able to take responsibility for the following tasks:

1.1: Apply project selection methods to evaluate the feasibility of projects.

1.2: Assess project contribution to business strategy, purpose and plans.

1.3: Determine and document project goals and performance requirements by working closely with project stakeholders.

1.4: Define and document product or service deliverables.

1.5: Select appropriate project management practices, tools and methodologies.

1.6: Define constraints and assumptions.

1.7: Define and document project schedule, budget, resources and quality.

1.8: Evaluate alternative strategies in order to meet stakeholder requirements.

1.9: Define performance criteria to support quality assurance effort.

1.10: Assess and document project risks.

1.11: Produce a project approval document for appropriate stakeholder review and decision.

2. Project Planning

Upon completion of the program, the student will be able to take responsibility for the following tasks:

2.1: Define, analyze, refine and document project requirements, assumptions and constraints.

2.2: Develop a Work Breakdown Structure (WBS).

2.3: Develop the resource management plan and obtain commitments from resource providers.

2.4: Analyze and refine project time and cost estimates to define project baseline, schedule and budget.

2.5: Implement project control system to manage project change, communications, procurement, risk, quality and human resources.

2.6: Develop a formal and comprehensive project plan, including, where applicable:

- Communications plan;
- Risk management plan;
- Change management plan;
- Resource management plan;
- Quality plan;
- Procurement management plan;
- Organization plan.

2.7: Conduct processes to obtain project plan approval.

3. Project Execution and Control

Upon completion of the program, the student will be able to take responsibility for the following tasks:

3.1: Commit project resources and procedures required to initiate and monitor the performance of work in accordance with the project plan.

3.2: Implement the project plan by authorizing the execution of project activities required to produce project deliverables.

3.3: Manage project progress by applying performance reporting, analysis and progress measurement techniques to ensure activities are executed as planned.

3.4: Communicate project progress to stakeholders.

3.5: Implement quality assurance procedures.

3.6: Develop, lead and manage project teams.

3.7: Measure project performance comparing results to the baseline.

3.8: Identify needs for corrective action, obtain approvals, perform appropriate actions and evaluate effectiveness.

3.9: Manage project scope changes.

3.10: Reassess and update project control plans and practices to ensure effectiveness.

3.11: Recognize and respond to risk events and issues.

4. Project Close

Upon completion of the program, the student will be able to take responsibility for the following tasks:

4.1: Obtain final acceptance of deliverables from appropriate stakeholders.

4.2: Document lessons learned.

4.3: Facilitate administrative and financial closure.

4.4: Preserve essential project records to adhere to legal and other requirements.

4.5: Release project resources by following appropriate organizational procedures.

4.6: Ensure project has been transitioned to operation, if applicable.

5. Ethics and Professional Responsibility

Upon completion of the program, the student will be able to take responsibility for the following tasks:

5.1: Ensure individual integrity and professionalism by adhering to legal requirements and ethical standards.

5.2: Enhance individual competence with continuous learning.

5.3: Recommend approaches that strive for fair resolution to satisfy competing needs and objectives.

5.4: Respect personal, ethnic and cultural differences.

To meet the requirements of Accreditation Standard C.2.7 Project Management Core Learning Outcomes, the applicant program's Self-evaluation Report must include the following:

C.2.7.1: Evidence that the curriculum and assessment strategies are designed to meet the GAC Project Management Core Learning Outcomes as listed above.

C.2.7.2: A graphic matrix that cross-references each course/subject with the Core Learning Outcomes as detailed in Accreditation Standard C.2.7 and indicating whether the course/subject is required or elective.

C.2.7.3: Detailed outline for each course/subject (e.g., aim and objectives, learning outcomes addressed, content, teaching/learning strategy, readings and resources and assessment).

C.2.8: | **Student Performance Criteria**
The program must ensure that all its graduates possess the knowledge, skills and the ability to accomplish the tasks established by the GAC and as defined in the Learning Outcomes, which comprise Accreditation Standards C.2.6 and C.2.7 of this document.

Accordingly, the applicant's Self-evaluation Report must provide evidence that:

C.2.8.1: All graduates have satisfied each of the individual Learning Outcomes listed in Accreditation Standards C.2.6 and C.2.7 through required course work, assessment, research, professional experience and/or experiential learning.

C.2.9: | **Library/Learning Resource Center and Educational Innovations and Technology**
The program must provide physical resources and/or electronic resources that are appropriate for a degree program in project management, including lecture and seminar spaces; office spaces for the exclusive use of full-time faculty members; and related instructional support space. The Library and Learning Resource Center collection must contain a wide variety of print, visual and electronic media, and be adequate in size, scope, content and availability for a professional degree program in project management.

These requirements may not be applicable to those applicant programs utilizing nontraditional means of instructional delivery as their primary educational method. In these particular situations, evidence should be provided demonstrating how students are provided with access to equivalent resources.

Accordingly, the applicant's Self-evaluation Report must include the following information:

C.2.9.1: A self-assessment of the library, including adequacy of the library collections, visual resources and other non-book collections that demonstrate the scope and depth of library holdings.

C.2.9.2: Evidence that the library staff and services are adequate and appropriate to support the goals, objectives and curriculum of the program.

C.2.10: | **Financial Resources, Facilities and Equipment**
Where applicable, programs must have access to institutional support and financial resources comparable to those made available to the other similar professional programs within the institution.

Accordingly, the applicant's Self-evaluation Report must include the following information:

C.2.10.1: The program budget, along with any endowments, scholarships or development activities.

C.2.10.2: Comparative data on annual expenditures per undergraduate and/or graduate student relative to the other similar professional programs at the institution.

C.2.10.3: Facilities and equipment accessible to the program and its enrolled students.

Appendix A: Format for Executive Summary

The Executive Summary must be submitted with the Formal Letter of Intent. An updated Executive Summary must also be sent with the Self-evaluation Report.

Format:

- **Name and Location of Institution Housing Applicant Program(s)**
  Name and location(s) of the university/college, mailing address, and point of contact(s) including telephone number and e-mail address.
- **Business Unit**
  College/school/department within the university that offers the applicant degree program(s). Include names of branch campuses where program(s) is offered.
- **Degree Program(s)**
  Names of applicant project management degree program(s) along with associated credit hours or equivalent. Please include a grid of total credit hours associated with the program in general, and specific credit hour information on the project management component of the applicant program.
- **Content Delivery Modality**
  A brief description of how courses are delivered (on campus versus online or blended) and the modality.
- **Reason Why Applicant Degree Program(s) is Seeking GAC Accreditation at this Time**
- **Institutional Accreditation and Legal Authority**
  A statement verifying that the applicant degree program resides within an institution of higher learning that is accredited by a recognized accrediting agency or appropriate government agency, and that the institution is legally authorized, under applicable law, to confer higher education degrees.
- **Administrative Structure**
  A description of the program's administrative structure, including budgetary support.
- **Mission/Vision Statement**
  A succinct statement of the mission or vision of the applicant program.
- **Admissions Policy**
  A statement of the application criteria for a student to be eligible/admitted in full standing.
- **Special Entrance Enticements**
  A clear description of any incentives that may be offered to attract students. *Example: If an applicant student already holds some type of project management credential, is the applicant student awarded any credit hours toward fulfillment of elective or core degree requirements in the applicant degree program.*
- **Student Market**
  Describe the profile of the students who enroll and graduate from the applicant degree program(s) in terms of age and experience ranges and industries represented.
- **Inception and Size of Program**
  A statement that the applicant degree program(s) has (have) been in full operation for a minimum of two years with at least one graduating class. Include a statement on the number of students enrolled and number of graduates for past few semesters or years.
- **Academic Requirements**
  A complete statement of the academic requirements necessary to satisfy the applicant degree program(s).
- **Curriculum**
  A listing of core and elective courses required for each degree.
- **Expected Self-evaluation Report Submission**
  The approximate date when the applicant institution intends to submit its Self-evaluation Report.

Appendix B: Guidelines for the On-site Visit Process

After the Self-evaluation Report has been approved by the GAC, arrangements will be made for an on-site visit of the applicant program by an evaluation team.

Dates of Visit:

The on-site visit can normally be expected to occur within 90 days of acceptance by the GAC Board. The dates for the on-site visit are to be mutually agreed upon by the GAC and the applicant program.

Selection of On-site Team Lead:

The role of the on-site team lead is a central factor in the success of the accreditation process. The team lead must possess sufficient relevant experience to understand team objectives, coordinate team effort, and be able to represent the GAC effectively. The primary responsibility of the team lead is to ensure that team members pool their resources and insights, stimulate and question each other, and finally reach a clear consensus concerning their overall assessment and evaluation. In addition, the team lead works with the applicant program contact to develop the agenda for the on-site visit as well as to coordinate logistics for the on-site visit with the applicant program representative.

Well in advance of the on-site visit, the GAC, with a consideration of the nature and needs of the particular applicant, will propose a team lead to the applicant program and solicit comments. While the GAC always reserves the right to appoint the team lead as well as members of the team, the views of the applicant program are important in ensuring the appropriateness and effectiveness of evaluators.

Selection of On-site Team Members:

The GAC maintains an active file of evaluators. These evaluators have been recommended by institution and program heads, colleagues who have themselves participated in an evaluation process, GAC Board members, and GAC staff. The GAC relies on the personal and professional integrity of individuals to refuse any assignment where even the slightest potential for conflict of interest exists. All on-site team members sign and submit a Confidentiality Agreement and a Conflict of Interest and Ethics Agreement, which are kept on file at the GAC offices.

From this listing of evaluators, and with the help of the team lead, the GAC selects a prospective team. The prospective list of team members will then be sent to the applicant for comments concerning the proposed members. As a general rule, the on-site team shall consist of the team lead and two team members. The final composition of the team will then be determined by the GAC. Because it is sometimes necessary to make changes in the team, the team lead will not proceed with arrangements for the on-site visit until notified by the GAC that all members of the team have accepted their assignments.

Format of Visit:

Upon confirmation of the on-site team's membership, the team lead will contact the applicant program to discuss travel arrangements and accommodations for the team. The applicant program should arrange for charges for the on-site team's travel, lodging and meals to be billed directly to the applicant program. Upon arrival at the applicant program, the on-site team will hold a preliminary informal meeting after which it will meet with key members of the applicant program for additional orientation.

Suggested Logistics and Materials for the On-Site Team:

- An on-site conference room for the exclusive use of the on-site team during its visit;
- A binder with full information on every course taught within the applicant programs (e.g., syllabus, PowerPoint slides, evaluations, etc.);
- Time scheduled in the agenda for on-site team study, review and analysis of interviews and experiences during the day's visit. Usually scheduled for the last 2 hours of the day.

The remaining time of the visit will be spent in conducting a rigorous review of the program. Team members will be involved in the following activities:

- Interviewing individuals and groups, such as principal central administrative officers, program administrators, faculty, students, members of advisory committees and industry representatives knowledgeable about the program;
- Verify the information presented in the Self-evaluation Report;
- Performing essential data-gathering functions and analyzing the resulting information;
- Writing a basic, substantive on-site visit report, including recommendation to the GAC;
- Presenting the findings of the evaluation team to the applicant program representatives during an exit interview session. This presentation will provide an oral preview of all major points that will be made in the on-site visit report, but will not include the recommendation of the team concerning accreditation status.

The team lead, working with the other team members, will then prepare a draft report for submission to the GAC. After review of the draft by all team members, the draft will then be forwarded to the applicant program for correction of any factual errors. Within 30 days of completion of the on-site visit, the final, verified, team report is forwarded to the Accreditation Programs Administrator, along with the team's recommendations regarding the applicant program(s). The on-site report will then be distributed to the GAC Board who will render a review and decision.

Appendix C: Overview of the GAC Accreditation Appeals & Complaints Policies and Processes

GAC Policy:

Appeal of a Decision by the GAC: The chief operational officer or other appropriate representative of a program may appeal any of the GAC accreditation decisions delineated in Section B.3 within 30 days of receipt of the written GAC decision. All appeals shall be addressed to the GAC and clearly provide the following:

a. The specific grounds on which the appeal is being made;
b. All relevant supportive documentation demonstrating why the appellant feels that the GAC decision is in error and should be reconsidered.

Within 30 days of receipt of the written appeal, the GAC shall forward the original decision, the appeal, and all supportive documentation to an ad hoc appeals panel, appointed by the GAC Board, comprised of three members having no affiliation with either the GAC decision, or the appellant. The appeals panel will consider all evidence and make its recommendation to the GAC Board who will render a final vote on the appeal.

GAC Process:

Appeal of a Decision by the GAC: Please refer to the "GAC Process Document - Appeal of a Decision by the GAC" posted on the GAC website (www.gacpm.org) for specific information regarding the appeals process.

GAC Policy:

Complaints Against a GAC Accredited Program: The GAC is concerned with maintaining programmatic integrity and performance, which are consistent with its established policies and standards. Complaints will be considered only when made in writing and with the complainant clearly identified. All complaints shall be addressed to the GAC and clearly provide the following:

a. Substantial evidence, which supports any allegation that the accredited program is in violation of the GAC policies and Accreditation Standards;
b. The complainant must demonstrate that a serious effort has been made to pursue all available review procedures, which are available within the subject program;
c. The complainant must grant permission to forward the complaint, in its entirety, to the subject program for comment.

If the GAC ascertains that the complainant is in litigation with the program, no action shall be taken on the complaint while the matter is under review. The complainant must sign a statement stating they are not aware of any pending litigation.

Both the complaint and any comments received from the subject program shall be placed on the agenda for the next GAC Board meeting. Both the complainant and subject program will then be notified in writing of any action(s) taken by the GAC Board in response to the complaint.

GAC Process:
Complaints Against a GAC Accredited Program: Please refer to the "GAC Process Document – Complaints Against a GAC Accredited Program" posted on the GAC website (www.gacpm.org) for specific information regarding the complaint process.

Appendix D: Annual Report Requirements and Template

During the period of a program's GAC Accreditation, an annual report must be filed by the program at the time of its annual maintenance fee submission. This report notes any changes/improvements in the accredited degree programs and the institution where the program is housed.

The GAC may also request that an annual report address specific issues of concern above and beyond those areas regularly addressed by the annual report form. Below please find the template for submission of the GAC Annual Report.

The template for submission of the GAC Annual Report:

a. Each program accredited by the GAC must submit an annual report according to Section B.6 of the *GAC Handbook of Accreditation of Degree Programs in Project Management.* The annual report should highlight changes to the program since the prior report (or self-evaluation if this is the first annual report). It should be part of the process for continuous improvement to the program;
b. The document is not expected to be lengthy. It should cover highlights of significant changes to the program and progress on any recommended improvements identified during the on-site visit. Additional details, if warranted, may be requested by the GAC;
c. The report should be submitted to the GAC via e-mail at gac@pmi.org and by postal service to: The Project Management Institute Global Accreditation Center for Project Management Education Programs (GAC); Attention: Accreditation Programs Administrator, 14 Campus Boulevard, Newtown Square, PA 19073-3299 United States.
d. The annual report should include, but is not limited to, the following:

Section A: Assessment of Anticipated Outcomes

- Discuss progress relative to the program's mission statement, overall program assessment and continuous improvement plans. Discuss progress toward meeting improvement recommendations from on-site visit and evaluation report. Include summary of recent student feedback (qualitative and quantitative).

Section B: Academic Community/Faculty and Staff

- Detail additions and deletions to faculty and staff.

Section C: Program Outcomes/Project Management Core Learning Outcomes

- C.1: Deletions of any courses;
- C.2: Additions of any courses, including Program Outcomes and Project Management Core Learning Outcomes as detailed in Accreditation Standards C.2.6 and C.2.7 of the Handbook;
- C.3: Significant changes to existing courses, including Program Outcomes and Project Management Core Learning Outcomes as detailed in Accreditation Standards C.2.6 and C.2.7 of the Handbook.

Section D: Student Performance Criteria/Information in the Public Domain

- Show number of enrolled students and graduates from program(s) for past two years.
- Provide program information on student achievement and other data supporting the qualitative and quantitative claims made by the program for the current year. Also demonstrate how the program's performance in general is provided publicly to students, prospective students, other stakeholders and the general public. Please submit url where this information is publicly posted to your program's website.

Section E: Other

- Explain any other significant changes in the program (e.g., support services, student selection, financial resources, etc.).

The GAC Annual Report is now available in an online format, where this information may be submitted by the accredited program electronically. For more information regarding this process, please contact gac@pmi.org.

Appendix E: GAC Renewal of Accreditation Process

1. A year prior to the accredited program's cycle expiration date, a "Letter of Request for Intent to Renew GAC Accreditation" is sent to the accredited program(s) with the final invoice for the annual maintenance fee for the current accreditation cycle.

2. Programs planning to renew their GAC accreditation must complete a "Letter of Intent for Renewal of GAC Accreditation" and an Executive Summary of the renewing degree programs.
   a. This letter must be sent on the institution's letterhead, and must follow the Letter of Intent format that is in Section B.2.1 of the *GAC Handbook of Accreditation of Degree Programs in Project Management.*
   b. The format for the Executive Summary is found in Appendix A of the *GAC Handbook of Accreditation of Degree Programs in Project Management.*
   c. Any newly developed degree programs may be included in this process.

3. A hard and soft (electronic) copy of the "Letter of Intent for Renewal of GAC Accreditation" and the Executive Summary of the renewing degree programs are sent to the GAC with the renewing program(s)' Annual Maintenance Fee and Annual Continuing Accreditation Report for the last year of the current GAC accreditation cycle.
   a. This documentation is sent to the following address:

   The Project Management Institute Global Accreditation Center for Project Management Education Programs (GAC)
   Attention: Accreditation Programs Administrator
   14 Campus Boulevard
   Newtown Square, PA 19073
   United States
   Email: gac@pmi.org

4. The submitted "Letter of Intent for Renewal of GAC Accreditation" and Executive Summary are reviewed by the GAC and permission is granted for the institution and its programs to move forward in the GAC accreditation renewal process.

5. The renewing GAC applicant program develops its Self-evaluation Report and submits it to the GAC at least six months prior to its current accreditation expiration date. The format and submission process for the Self-evaluation Report is as outlined in Section B.2.3 of the *GAC Handbook of Accreditation of Degree Programs in Project Management.*

6. Once the Renewing Self-evaluation Report is received in the GAC offices the process for renewal of GAC accreditation is the same as with the original accreditation application process outlined in Sections B.2 and B.3 of the *GAC Handbook of Accreditation of Degree Programs in Project Management*. This process includes:
   a. Self-evaluation Report review, discussion and decision by the GAC Board,
   b. The On-Site Visit Evaluation,
   c. GAC Board Accreditation Decision.

7. Renewing program(s)' may be granted GAC accreditation for a maximum period of seven (7) years. The Renewing Program(s)' new GAC Accreditation Cycle would commence on the anniversary date of its original accreditation.

8. The renewed GAC Accredited Program(s) would then move forward with its continuing accreditation responsibilities for the remainder of the accreditation cycle, which includes the payment of any fees on the anniversary of its original accreditation. The Annual Report, which would normally be required to be submitted with this fee, is waived for this initial year due to the extensive information that was submitted earlier in the year with the submission of the Self-evaluation Report.

9. Please refer to the "GAC Fee Schedule" posted on the GAC website (www.gacpm.org) for specific fees associated with each step of the accreditation process.

The GAC is the independent academic accreditation body of Project Management Institute.

THE PROJECT MANAGEMENT INSTITUTE GLOBAL ACCREDITATION CENTER FOR PROJECT MANAGEMENT EDUCATION PROGRAMS (GAC)

14 Campus Boulevard
Newtown Square, Pennsylvania USA
Tel: +1-610-355-1601
Fax: +1-888-562-3564
Email: gac@pmi.org
www.gacpm.org

Appendix 9.a

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
3 Burlington Woods, Suite 100, Burlington, MA 01803-4514
Voice: (781) 425 7785 Fax: (781) 425 1001 Web: http://cihe.neasc.org

Policy on Credits and Degrees

The purposes of this policy are to provide guidance to institutions and evaluation teams on the Commission's expectations regarding credits and degrees and to set forth the federal regulations regarding the award of credit.

Background
The credit system was invented in New England, originally as a way to provide students with the opportunity to elect certain courses as part of their overall degree which had previously consisted of a fully required curriculum. Created to support academic innovation, the academic credit has provided the basis to measure the amount of engaged learning time expected of a typical student enrolled not only in traditional classroom settings but also laboratories, studios, internships and other experiential learning, and most recently distance learning. Students, institutions, employers, and others rely on the common currency of academic credit to support a wide range of desirable functions, including the transfer of students from one institution to another, study abroad programs, formalized recognition of certain forms and quality of non-collegiate study, inter-institutional cooperation on academic programs, and the orderly consideration of students applying to study at the higher degree. For several decades, the federal government has relied on credits as a measure of student academic engagement as a basis of awarding financial aid.

When applying the definition of the credit hour below, other considerations may also be relevant. For example, some institutions may require more academic time than the norms defined below, and such expectations are typical at the graduate level. Also, the Commission's Standards and practices do not preclude perceptive and imaginative innovation aimed at increasing the effectiveness of higher education, measuring student achievement directly rather than relying on academic engaged time. As stated in the Preamble to the *Standards for Accreditation*, "Institutions whose policies, practices, or resources differ significantly from those described in the Standards for Accreditation must present evidence that these are appropriate to higher education, consistent with institutional mission and purposes, and effective in meeting the intent of the Commission's Standards."

Federal Definition and Commission Review of the Credit Hour
As an accreditor recognized by the U.S. Secretary of Education, the Commission is obliged to follow federal law and regulations pertinent to that recognition.

Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than –

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester

hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

By federal regulation, at the time of the Comprehensive Evaluation, the Commission will review the institution's policies and procedures for determining the credit hours that the institution awards for courses and programs and how those policies and procedures are applied to the institution's programs and coursework. As part of its review, using sampling or other methods, the Commission must make a reasonable determination of whether the institution's assignment of credit hours conforms to commonly accepted practice in higher education. If, following this institutional review process, the Commission finds systematic non-compliance with this policy or significant noncompliance regarding one or more programs at the institution, the Commission is obliged to promptly notify the Secretary of Education.

Degrees

The Commission's expectations are based on common institutional practice in New England and are consistent with practices of regionally accredited institutions elsewhere in the United States and with the Commission's Standard on The Academic Program: The institution's degrees and other forms of academic recognition are appropriately named, following practices common to American higher education in terms of both length and content of the programs (4.29)

Undergraduate degrees:

A.A., A.S., etc.: An undergraduate degree normally representing the equivalent of two academic years of full-time study (and requiring a minimum of 60 semester credits) or its equivalent in depth and quality of experience. The A.S. usually implies more applied orientation and the A.A. more liberal education orientation, although these distinctions are not always clear.

B.A., B.S., etc.: An undergraduate degree normally representing about four academic years (and requiring a minimum of 120 semester or 180 quarter units) of college study. The distinctions between the B.S. and the B.A. are similar to those between the A.S. and the A.A.

Graduate Degrees: Graduate degrees include a significant component of coursework in addition to any supervised research or practice.

M.A., M.S.: A first graduate degree, representing at least one year of post-baccalaureate study (requiring a minimum of 30 semester or 45 quarter units). The distinctions between M.A. and M.S. are similar to those between B.A. and B.S and A.A. and A.S. Some M.A. and M.S. degrees are merely continuations at a higher level of undergraduate work without basic change in character. Others emphasize some research that may lead to doctoral work.

M.B.A., M.Div., M.F.A., M.P.A., M.S.W., etc.: Professional degrees normally requiring two or more years of full-time study. Extensive undergraduate preparation in the field may reduce the length of study to one year.

Pharm.D., D.P.T., Au.D., etc.: Entry level clinical practice degrees normally requiring three years more full-time study than a baccalaureate.

Ed. D., Psy.D., D.B.A., etc.: Degrees with emphasis on professional knowledge. These degrees normally require a baccalaureate for entry and three or more years of prescribed postgraduate work.

M.D., J.D., D.D.S.,etc.: First professional degrees, generally requiring a baccalaureate degree for admission and three or more years of prescribed postgraduate work.

Ph.D.: The standard research-oriented degree which indicates that the recipient has done, and is prepared to do, original research in a major discipline. The Ph.D. requires a bachelors

degree or higher for admission and usually requires three years or more of postgraduate work including an original research dissertation.[1]

Joint, Dual or Concurrent Degrees[2]: While the nomenclature for various arrangements in which students study simultaneously from or for two degree programs is not entirely consistent among institutions, the definitions below will be used by the Commission for purposes of consistency:

Joint degree: A single degree awarded by two institutions.

Dual or concurrent degrees: Two degrees, awarded by one or two institutions to students who have been admitted to each degree program, based on the normal qualifications. At the undergraduate level, students must typically take the equivalent of a full year of study beyond the first baccalaureate degree to earn the second degree. At the graduate level, enrollment in a dual or concurrent degree program typically results in a reduction in time, for example, a reduction in total time of a semester for two degrees which if taken separately would require four years of full-time study.

Terms of Study:

Quarter: A calendar of ten weeks of instructional time or its equivalent.

Semester: A calendar 15 weeks of instructional time or its equivalent in effort.

Effective July 1, 2011

[1] The initiation of the Ph.D. is considered a substantive change.

[2] Institutions considering joint, dual, or concurrent degrees should consult the Commission's Policy on Substantive Change.

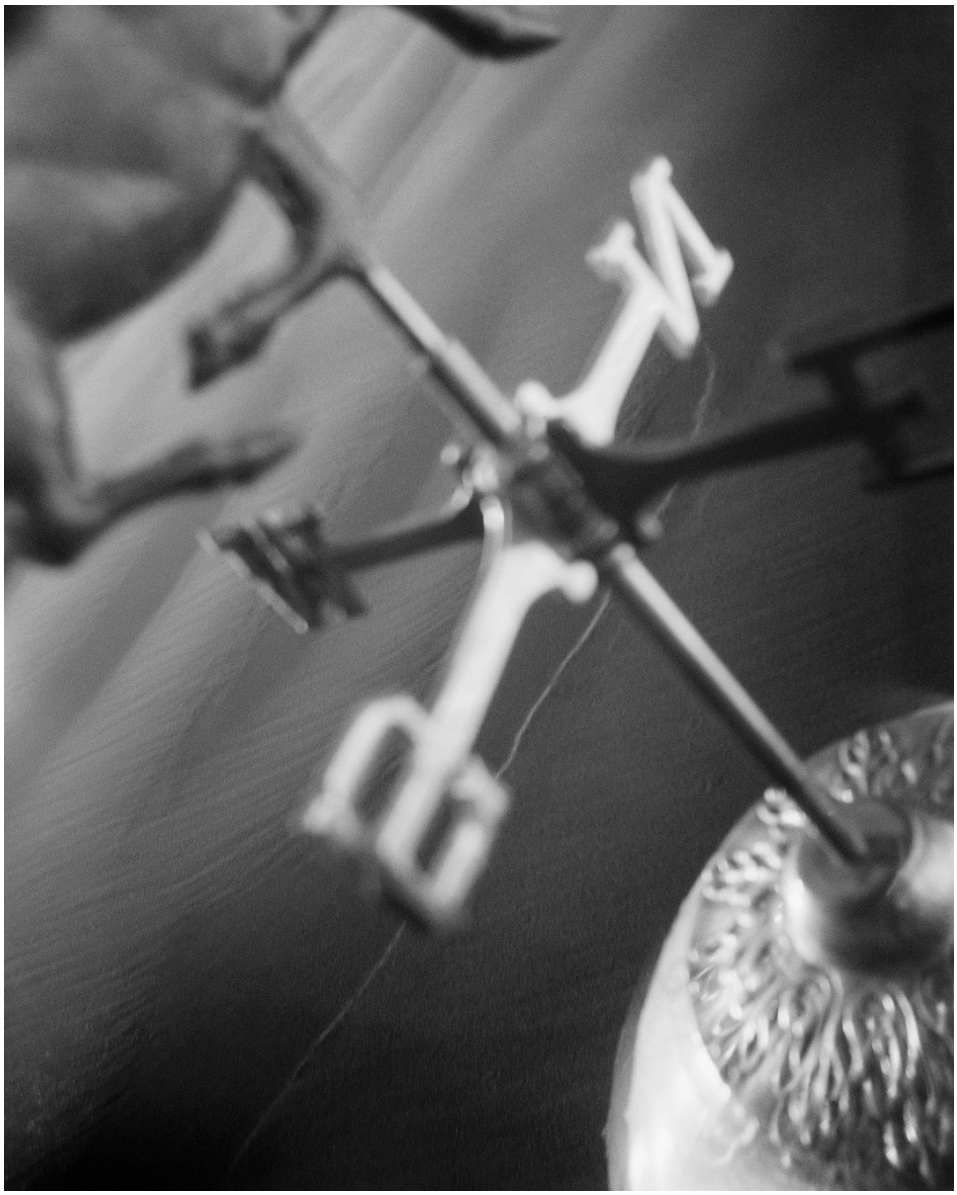
Appendix 10.a

College of Professional Studies

Northeastern University

Academic Quality Assurance Office

External Review Process Requirements



Draft: 01/29/14

I. Program Overview (4-6 pages)

This section provides the review team with a guide and concise overview of the academic program, as well as how the program fits into the overall landscape of the college and NEU. This section covers and answers the basic question of: ***"Why is this program offered here in CPS?"***

A) Title of program (as it appears in the catalog)
B) Degrees offered/conferred (include certificates)
C) Critical background and historical information
D) Programs and changes since last Program Review
E) Mission Statement
F) SLO's and goals
G) CPS Program Objectives and goals
H) Current strengths, challenges, and opportunities
I) Plans for future development
J) CPS Executive Org Chart (SMT only)
K) Accreditations

II. Program Review (15-20 pages)

This section covers and answers specific questions relating to the various program stakeholders with whom they have contact. Questions like: ***"Who is being served? What services and supports are being provided? How are these services and supports being offered, and by whom?"***

A.) Program Inputs

1.) Enrollment Support Services
   a. Characteristics of Applicants
   b. Characteristics of Admitted Students
   c. Characteristics of Matriculated Students
   d. How is the optimal level of students for the program determined?

      i. Characteristics for points 'a.' through 'c.' above, include the overall totals and totals by location. These characteristics include:
         1. Age
         2. Gender
         3. Race
         4. Country of Origin
         5. TOEFL scores

2.) Academic Advising Support Services

a. What is the academic advising process? Who tracks and monitors?
b. Course Completion Rates
c. Persistence Rates
d. Graduation Rates and Time to Completion
e. Degrees, certificates granted
    i. By year
    ii. By country of origin
    iii. By gender
    iv. By race

3.) Marketing and Communications

a. Marketing Matrix KPIs
b. Market Analyses

A market review and environmental analysis will be completed for each program every five years. Key questions for this investigation will include the following:

- Is the program aligned with current industry and occupational trends? Related, is the program meeting potential student and employer needs?
- What trends exist across other institutions offering similar programs, and how can we ensure we are differentiated in this space?
- What is the future enrollment outlook for this program regionally and nationally? Does there appear to room for continued enrollment growth for this program? If so, what recommendations are suggested based on the external market?

This review will include an investigation of related occupational and industry trends, drivers for enrollment, and degree conferral trends regionally and nationally. Secondary data sources may include the Bureau of Labor Statistics, O*Net, and IPEDS, along with other relevant professional association/industry publications. Employer interviews may be conducted. In addition, a scan of related programs' websites will yield information about other providers. Findings will be compiled in a report that will be made available to CPS faculty, administrators, and other relevant internal stakeholders, which can help inform future discussions or updates to the program and/or its external marketing.

4.) Financial Support Services
    a. Financial Reporting
        i. How is the budget determined?
        ii. Budget and Budget to Actual (last three years)
        iii. Forecasted budget and Actual to Forecast (current year)
5.) Alumni Support Services
    a. Means by which ongoing contact is maintained
    b. Gainful employment information
    c. Listing of companies that hired CPS graduates
    d. Positions held by CPS graduates
6.) Technical Advisory Board Support Services
    a. Companies represented
    b. Locations (grad campus, etc.)

B.) Personnel

1.) Faculty
    a. Full listing of faculty (table)
        i. Full time – degree and embedded vitae
        ii. Part-time – degree and embedded vitae
        iii. Age, gender, race, length of service in CPS table
        iv. Industry experience
    b. Full listing of courses taught by:
        i. Faculty who teach (table)
            1. By modality
            2. By location
    c. What have been the recent changes to faculty? (last 3 years - gains, losses, change in full time/part-time status, etc.)
        i. How is an adequately staffed program determined?
    d. Estimates of changes needed to faculty over the next 3 years? And why?
        i. What is the optimal level of faculty?
        ii. How is an adequate faculty load determined?
    e. What is the process for faculty oversight within the program? How are points allocated and tracked? How are CPS faculty evaluated, rewarded, and what supports are offered to PT and FT faculty for teaching?
    f. Describe any faculty training or workshops on professional ethics and academic integrity, as well as diversity appreciation.
    g. List significant faculty publications and presentation made, as well as any awards received.

h. What are the strengths and weaknesses of CPS faculty associated with this program?

2.) Academic Support Personnel

a. Program Managers
   i. Roles and Resume(s)
   ii. Critical Administrative Reports
b. Instructional Designers
   i. Roles and Resume(s)
   ii. Critical Administrative Reports
c. Academic Advisor(s)
   i. Roles and Resume(s)
   ii. Critical Administrative Reports
d. How is an adequately staffed Academic Support Unit determined? In other words, what is the optimum level?
   i. Recent changes (last 3 years)
      1. Gains or losses to staff
      2. Changes in status (full time, part-time)
   ii. Estimates of changes needed to Academic Support Staff over the next 3 years? And why?
e. What is the process for Academic Support Unit oversight? How are staff evaluated, rewarded, and what supports are offered at CPS?
f. Describe any faculty training or workshops on professional ethics and academic integrity, as well as diversity appreciation.
g. What are the strengths and weaknesses of the Academic Support Teams?

C.) Curriculum, Instruction, and Accreditations

1.) Describe the curriculum, indicating the total number of credits and distributions across other program (List a through d separately for any certificates or concentrations).

a. Required Courses
b. Elective Courses
c. Course Mapping
d. Curriculum Reviews
   i. If an undergraduate program exists in the same discipline here at CPS, in what ways does this program qualitatively differentiate itself from the undergraduate program?
   ii. If no undergraduate program exists, in what ways have you documented the appropriate level of the curriculum in accordance with the Degree Qualifications Profile (DQP)?

iii. How does this curriculum compare with similar programs offered at other institutions?

e. Document how you have involved Technical Advisory Boards, Industry Advisory Committees, etc. in the review of curriculum.

f. Recent changes to curriculum (last 3 years)

i. Additions, deletions, changes to existing courses

1. What were the reasons? Was the decision data-based?

ii. What is the process for making changes?

1. Adherence and evidence

g. What are the strengths and weaknesses of the program's curriculum?

2.) Instruction

a. List course enrollments and cancellations for each course over the last 3 years

b. Describe opportunities students have and selection process for:

i. Internships

ii. Practica

iii. Community Engagement

iv. Global Study

v. Teaching Assistantships

vi. Research Assistantships

vii. Professional Development

1. Conference Attendance
2. Presentations
3. Representing the program or CPS

c. How do you evaluate the **quality** of instruction for this program?

i. How are these evaluations used?

ii. How is quality and exemplary instruction rewarded in this program?

iii. What initiatives have been developed and implemented to support and encourage improvements in instruction?

d. What are the strengths and weaknesses of this program of instruction?

3.) Accreditations and Certifications

a. List all accreditations afforded to this program. When was the last interim and on site visit by each agency? What was the result of that review? What improvements were enacted in accordance with the agency reports?

b. List all certificates offered by this program and identify who awards this certificate.

D. Assessment and Evaluation of Outcomes

1.) Student Learning Outcomes – Program Level
    a. Summarize the past two Annual Academic Quality Assurance Reports. Focus on data collected, analyzed, and results pertinent to Student Learning Outcomes only.
        i. What progressive refinement plans were initiated as a result of these two Annual AQA reports?
        ii. What was the result of the PRPs implemented? Was the desired effect realized? If so, what evidence do you have? If not, what was done as a result of not realizing the desired outcome?
    b. Summarize the current AQA report. Focus on data collected, analyzed and results pertinent to SLOs only.
        i. What progressive refinement plans were initiated as a result of the most current Annual AQA report?
        ii. What was the result of the PRPs implemented? Was the desired effect realized? If so, what evidence do you have? If not, what was done as a result of not realizing the desired outcome?
    c. Append Annual AQA reports.
    d. What are the strengths and weaknesses of the program based on SLO assessment and evaluation?

E.) Facilities and Technical Infrastructure

1.) Evaluation of Physical Space
    a. Main campus
    b. Graduate campus
    c. Global centers of learning
2.) Current and Future Use of Information Technology
    a. BlackBoard
    b. Evalkit
    c. Salesforce
    d. Banner
    e. Sharepoint
3.) Library Holdings and Resources
    a. Usage
    b. Integration
        i. Current and future resource usage and integration

F.) Summary Comments and Vision for the Future

1.) Summarize strengths and weaknesses of the program, as well as the challenges and opportunities the program faces in the foreseeable future.

Data Sources

Data Source	Self-Study Section
Website/Intranet	I.A, I.B, I.J*
Lead Faculty (by Program)	I.C, I.H, I.I, II.A.6.a-b, II.B.1.d, II.B.1.g-h, II.C.1.d.i, II.C.1.e, II.C.1.g, II.C.2.b-d, II.C.3.a-b (or Program Manager), II.F
Program Manager (by Program)	I.D, I.K, II.B.1.a-c, II.B.2.a, II.C.1.a-b, II.C.1.f,
AQA Report (or Doug/Lauren)	I.E – I.G, II.C.1.c, II.C.1.d.ii, II.D.1.a-d
Enrollment Management (Rachael Denison or team)	II.A.1.a-c for i.1-5, II.A.2.b-e (or AQA), II.C.2.a
Sr. Assistant Dean, Academic and Student Affairs (Siu Ming Luie)	II.A.2.a*, II.B.2.c
Executive Director, Marketing & Communications (Julie Corwin)	II.A.3.a
Director, Strategic Research and Planning (Mindy Anastasia)	II.A.3.b, II.C.1.d.iii
Associate Dean, Administration and Finance (Michael Gladstone)	II.A.4.a.i*, II.A.4.a.ii-iii
Leadership Giving Officer (Amy Dumont)	II.A.5.a-d (or Lead Faculty/Program Manager)
Associate Deans (Kelly Otter/Len Mhlaba/Mya Mangawang)	II.A.1.d*, II.B.1.c.i*, II.B.1.e*
Director, Academic Operations (Jay Rivituso)	II.B.1.f*
Special Academic Officer (Nancy Pawlyshyn)	II.B.1.f*
Director of Online Programs (Anne Hammer/Gretchen Ulrich	II.B.2.b
Sr. Associate Dean, Academic, Faculty and Student Affairs (John Caron)	II.B.2.d-e*, II.B.2.g*
Sr. Associate Director, Administration, Development, and Special Projects (Colleen Mason)	II.B.2.f*

Sr. Associate Dean, Administration, Enrollment, and Student Services (Catherine Kim)	II.E.1.a-c*
Senior Director of NUONline (Kevin Currie)/Director of Information Technology (Mark Greco)	II.E.2.a-e*
Library (Debra Smith, Executive Assistant to the Dean)	II.E.3.a-b*

*Starred items indicate that one description can be written for all or most programs

CPS Acronyms

AQA – Academic Quality Assurance

CPS – College of Professional Studies

DQP – Degree Qualifications Profile

EM –Enrollment Management

FT – Full-time

IPEDS – Integrated Postsecondary Education Data System

KPI – Key Performance Indicator

LF – Lead Faculty

NEU – Northeastern University

O*Net – Occupational Information Network

PM – Program Manager

PRP – Progressive Refinement Plan

PT – Part-time

SLO – Student Learning Outcome

SMT – Senior Management Team of the College of Professional Studies

TOEFL – Test of English as a Foreign Language

Glossary

Academic Quality Assurance – A unit in the College of Professional Studies dedicated to supporting the academic effectiveness of the College and its programs in the context of its mission and goals as measured by the results of learning process, using performance across student learning outcomes and program objectives.

Accreditation – In this document, accreditation refers to programmatic accreditation, which examines particular programs (or sets of programs) using standards developed by a professional discipline that represent the standards necessary to ensure that that the quality of the program in terms of the administration, resources, faculty, facilities, processes and outcomes has met a standard that allows graduates to be successful within that profession.

Course Completion Rate – The distribution of students by percent withdrawal, failure, or incomplete grades within a program.

Course Mapping – A tool for assessing a curriculum to evaluate whether the courses and their sequence allow the learners to accumulate experience and develop mastery of the desired knowledge and skills addressed in the program's student learning outcomes.

CPS Program Objectives – The goals of a program that relate the purpose of the program to the broader goals, mission, and core values of the College of Professional Studies as found on the CPS Intranet, including access, excellence, innovation, student-focused, and global.

Degree Qualifications Profile – A framework that illustrates clearly what students should be expected to know and be able to do once they earn their degrees at any level, regardless of the field of specialization.

External Review – An iterative process through which faculty can identify and document successful practices and ways to meet goals more effectively, through a self-study and review by peers and experts in the discipline.

Gainful Employment – Currently being negotiated by the Department of Education, an educational program offered by a non-profit institution that provides training through a non-degree program that prepares student directly for a specific occupation must disclose the debt to earnings rate, and the program cohort default rate, or the percent of a program's students who defaulted on their loans for the program. All educational programs at for-profit institutions would be required to disclose this information.

Marketing Matrix KPIs – The Marketing and Communication department in CPS has created a matrix of Key Performance Indicators for each of the degree programs in order to have an overview of market demand, financial performance, program strength, and marketing impact.

Persistence Rate – The percentage of students who start a degree program in a given year and have not stopped out for more than four consecutive quarters.

Progressive Refinement Plans – A method of organizational learning and gradual, ongoing improvement through setting short-, medium-, and long-term plans for improving the effectiveness of academic programs.

Student Learning Outcomes – A clear statement regarding the demonstrated learning expected of students at the completion of a degree program.

Technical Advisory Board – An industry or professionally-oriented body that advises the faculty and administration of an academic program in order for them to benefit from their knowledge of workplace needs and current employment demands.

Time to Completion – Time to completion is calculated based on the entry year of a cohort (learners starting in a particular year) using elapsed (not enrolled) time.

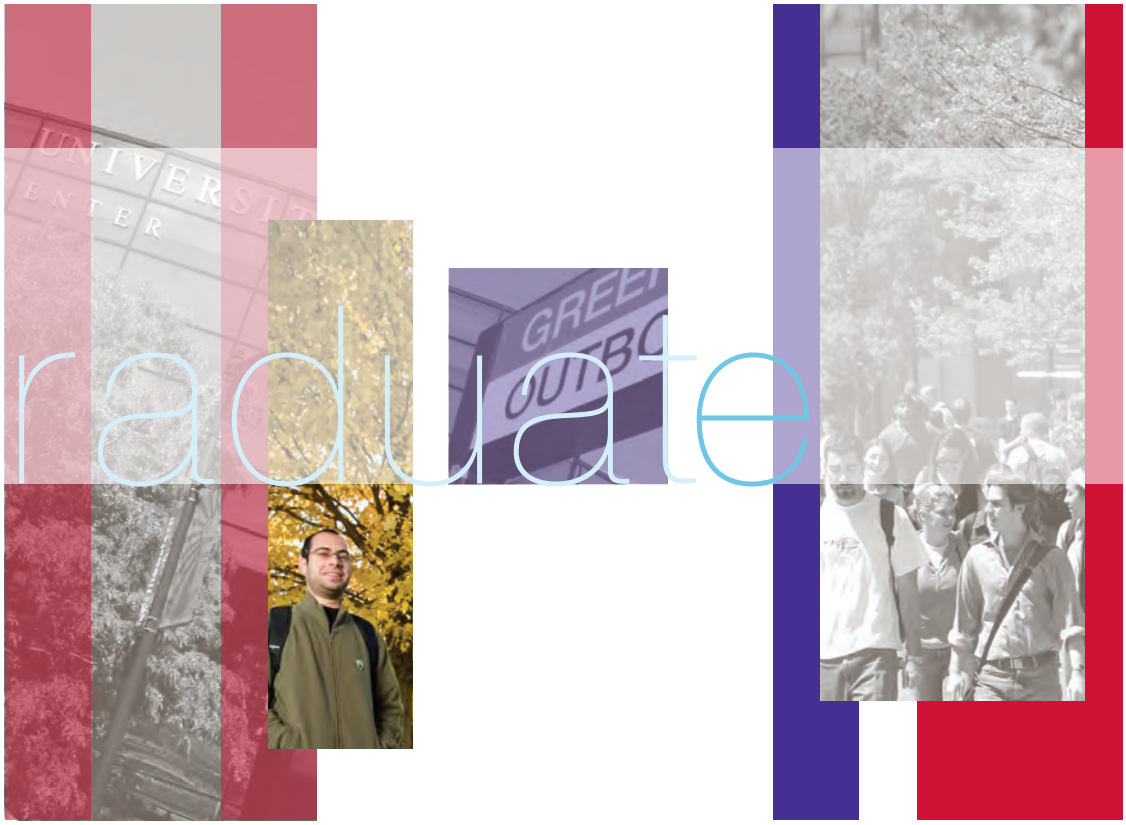
Appendix 10.b

EXTERNAL PROGRAM REVIEW

SITE VISIT SCHEDULE

4:30 – 5:00	Review Team meets with Dean of Graduate Programs and AQA Director – Instructions, Q&A
5:00 – 7:00	Each Review Team member meets with the students from their respective programs
7:00 – 9:00	Dinner with Review Team
8:00 – 9:00	Each Review Team member meets with Program Faculty Leads from their respective programs
9:00 – 10:45	Each Review Team member meets with Program Faculty from their respective programs
11:00 – 11:45	Review Team members meet with Program Managers and Enrollment personnel from their respective programs
11:45 – 12:30	Review Team members meet with Instructional Designers and Staff from their respective programs
12:30 – 1:30	Review Team Working Lunch
1:45 – 2:30	Review Team meets with Marketing and Communication, as well as Finance
2:30 – 3:30	Review Team meets with Senior Associate Dean and Associate Dean of Graduate Programs
3:30 – 4:15	Review Team members meet with respective Program Faculty Leads
4:15 – 5:00	Review Team meets with Dean and Senior Management Team

Appendix 11.a



graduate

GRADUATE DEGREE PROGRAMS

Go back. Get ahead.

Northeastern University
College of Professional Studies

www.northeastern.edu/cps

Experience Northeastern University in a whole new way.

Getting ahead in today's competitive environment requires more than hard work.

It takes updated skills, relevant knowledge, and a quality education. A graduate degree or certificate from Northeastern University's College of Professional Studies can help you improve your professional status, obtain a promotion, or re-direct your career into a more enriching, high-growth field. Put simply, going back to school will give you a competitive edge by increasing your earning potential, improving your marketability, and broadening your range of career options.

TAKE A CLOSER LOOK

Convenient. Flexible. Accessible.

Whether you're working full-time, part-time, or juggling family demands, the College of Professional Studies has a program that will work for you and your schedule. With our wide selection of evening and online courses, receiving a quality graduate education from an accredited, top-ranked university is more accessible than ever before. In fact, all of our programs are designed with flexibility and convenience in mind, enabling you to choose from:

- A variety of formats—on campus, online, or a combination of both
- Full- and part-time options that cater to busy working professionals
- 6- and 12-week classes
- Rolling admissions with multiple periods throughout the year
- Experiential learning opportunities including co-ops and internships

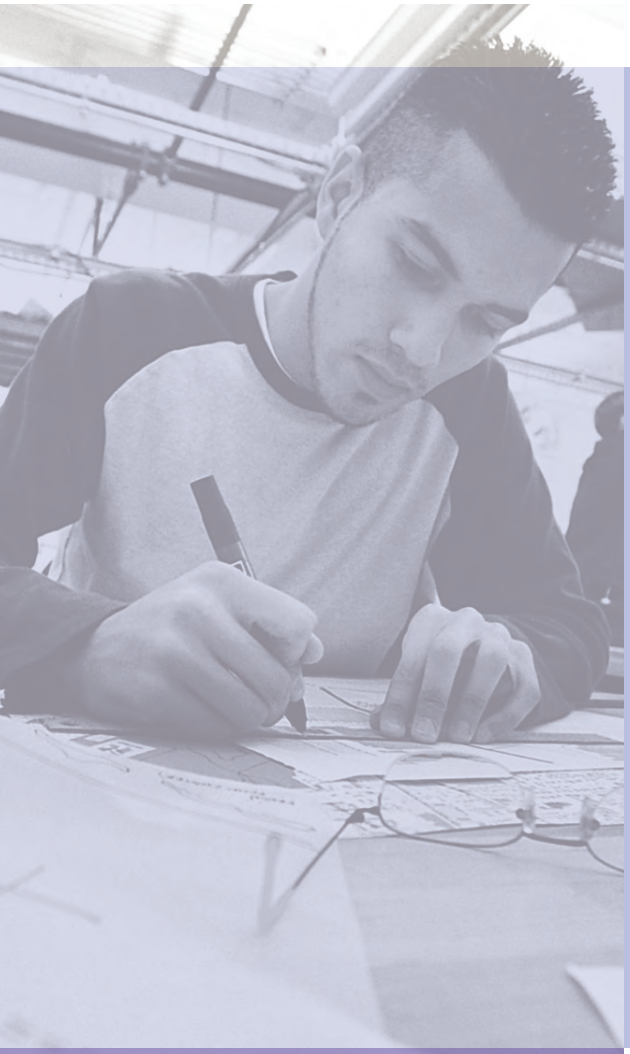
The College of Professional Studies is a world-class leader and innovator in professional education.

We believe that there's no substitute for hands-on experience. That's why our faculty are composed of real-world practitioners and why we offer cooperative education and internships to prepare students for success in the workplace.

Relevant. Meaningful. Powerful.

Graduate programs are taught by top-tier educators who are leaders in their fields, distinguished scholars, and experienced practitioners who have been on the frontlines. Their experiences, hard-earned lessons, and real-life case studies translate into meaningful and powerful learning—providing you with a competitive edge in today's dynamic marketplace.

We understand how important it is for an advanced degree to be relevant in today's economy and have the highest impact on your personal and professional goals. That is why our graduate programs are focused on fast-growing fields, such as healthcare, education, nonprofit and project management, and technology. You will emerge with the analytical, decision-making, and communicative skills required to take your career to the next level.



Find the graduate program that fits your life.

The College's carefully designed graduate curriculum offers comprehensive perspectives, critical insights, and a solid understanding of the global environment—providing you with a well-rounded and integrated education. Whether you wish to pursue a new field or advance your existing career, the College of Professional Studies can help you meet your educational objectives. The complete graduate portfolio includes:

- 20 master's degree programs including global studies, criminal justice, human services, and project management
- Doctoral programs in education, law and policy, and physical therapy
- 25 graduate certificates in high-demand areas such as distance learning, regulatory affairs, interactive design, and human resources management

Your success is our primary goal.

At the College of Professional Studies we're committed to helping you achieve your goals and providing a transformative experience. That's why we offer coaching, advising, and career development services—all of which are designed to make your experience a successful one.

It's more affordable than you may think.

At the College of Professional Studies, you can get a prestigious graduate education at an affordable cost.

- Financial aid opportunities including grants and loans are available for qualified applicants—even part-time students
- If you're working, you may be eligible to receive tuition reimbursement from your employer
- Convenient payment plans can be arranged
- No application fees

Northeastern University is dedicated to making education accessible to every student. Our experienced financial aid counselors can help you navigate the financial aid application process. To learn more, contact the Office of Student Financial Services at 1.617.373.2897.

Our graduate programs—an investment with lifelong returns.

We offer much more than an exceptional learning experience. As a graduate student, you'll have many opportunities for intellectual stimulation and personal enrichment, including:

- A diverse network of colleagues from all walks of life, geographies, and backgrounds—many of whom will become lifelong friends
- A host of valuable college-sponsored services including career workshops, networking seminars, and guest lectures
- A vibrant alumni community that supports numerous social events, leadership forums, and faculty lectures

Dedicated Faculty and Students

"I am so impressed by the work and life experiences that my students bring to the classroom—from the full-time international students in Australia to professionals studying part-time in classrooms or online while continuing to work full time. These diverse perspectives, combined with a rigorous graduate curriculum, provide the unique learning experience that prepares students to be successful in the global marketplace."

Jane Edmonds
Faculty Member, Leadership
College of Professional Studies

We welcome students from around the world.

The College's strong academic reputation attracts students from around the world, creating a vibrant cross-cultural student experience. Currently, we are home to international students representing over 85 countries. We're proud to offer international students:

- Programs including dual-degree, pathways and pre-freshman programs, English-intensive, and global language instruction
- Support services, including pre-arrival services, orientation programs, general advising, and cultural programs
- Skills to become world citizens, preparing students to excel in the global marketplace

Did you know?

The College of Professional Studies:

- Serves **students from more than 85 countries** including approximately 4,500 undergraduate students and 5,300 graduate students
- Our students range in **age from 19 to mid-sixties**
- Our student body composition is approximately **59% female and 41% male**

Admissions: Where your experience counts.

Whether you aspire to move up the corporate ladder or reinvent yourself with a second (or third) career, your past achievements are important. That's why we take into account your experience, knowledge, and personal goals during the admission process. At the College of Professional Studies, GMAT, GRE, or MAT test scores are not required.

Applying is as simple as the following:

1) **Visit www.northeastern.edu/cps/admissions** to complete an online application
2) **Write and submit your Statement of Purpose (500–1000 words)** that identifies your educational goals and expectations from the program
3) **Submit a professional resume**
4) **Submit your official undergraduate transcripts** that must be provided in a sealed envelope directly from the institution(s), stating degree conferral and date
5) **Provide two letters of recommendation (for degree applicants only; not required for certificates unless specified in additional requirements)** from individuals who have either academic or professional knowledge of your capabilities, such as an undergraduate faculty member, colleague, or mentor, preferably one from your current employer
6) **Non-native English speaking students** for whom English is not their primary language must submit one of the following:
   a) Official associate or bachelor's degree transcript from an accredited college or university in the U.S., stating degree conferral and date
   b) TOEFL, IELTS, or TOEIC

Additional Program Requirements

Several graduate programs have additional requirements. For details, please visit www.northeastern.edu/cps/admissions/graduate.

If mailing documents, mail to:

Northeastern University
College of Professional Studies
Office of Admissions
50 Nightingale Hall
360 Huntington Avenue
Boston, MA 02115-9959

If faxing documents, fax to 1.617.373.8574.

International Students

Students who are residing outside the U.S. who do not have legal residency status in the U.S. are required to provide immigration documentation. This requirement does not apply to students who are enrolling in online-only programs. Visit www.northeastern.edu/cps/admissions/international for complete details and requirements for international students or call 1.877.668.7727 to speak with an enrollment coach.

Doctoral Admission Requirements

The application process and admissions criteria vary by doctoral program. For more information, please visit www.northeastern.edu/cps/admissions/graduate.

Success starts here. Our alumni are among the most successful.

"One of the most valuable aspects of the College's learning experience was the actual hands-on, work related practicum classes that were offered in my program. These classes were directly related to the on-the-job requirements in many of the jobs I was applying for after finishing school.

The advanced degree has allowed me to make a professional change from Sales to Product Development. It has allowed me to move into a more rewarding career and a more interesting field of work."

Michael Kunelius, 2009 Graduate
MS in Regulatory Affairs for Drugs, Biologics, and Medical Devices

We're here to help you, every step of the way.

You're bound to have questions, and we're here to help. Our goal is to make it easy for you to get the support and answers you need through services including:

- Academic advising
- Coaching
- Career planning
- Financial aid counseling

Simply contact our Office of Admissions or Office of Financial Aid to get started.

Contact Us

Office of Admissions
1.877.668.7727
cpsadmissions@neu.edu

Office of Financial Aid
1.617.373.2897
sfs@neu.edu

Key Dates for 2013/2014 Academic Year

Fall 2013 Classes Start
Week of September 9
Week of October 21

Spring 2014 Classes Start
Week of April 7
Week of May 19

Winter 2014 Classes Start
Week of January 6
Week of February 18

Summer 2014 Classes Start
Week of June 30
Week of July 28

GRADUATE PROGRAMS

Doctoral Degree Programs

Doctor of Education
Doctorate in Law and Policy
Transitional Doctor of Physical Therapy

Master's Degree Programs

Master of Arts in Homeland Security
Master of Arts in Teaching
Master of Education
Master of Sports Leadership
Master of Professional Studies in Digital Media
Master of Professional Studies in Geographic Information Technology
Master of Professional Studies in Informatics
Master of Science in Applied Nutrition
Master of Science in Commerce and Economic Development
Master of Science in Corporate and Organizational Communication
Master of Science in Criminal Justice
Master of Science in Global Studies and International Affairs
Master of Science in Human Services
Master of Science in Leadership
Master of Science in Nonprofit Management
Master of Science in Project Management
Master of Science in Regulatory Affairs for Drugs, Biologics, and Medical Devices
Master of Science in Regulatory Affairs of Food and Food Industries
Master of Science in Respiratory Care Leadership
Master of Science in Technical Communication

Graduate Certificate Programs

3-D Animation
Adult and Organizational Learning
Biopharmaceutical Domestic Regulatory Affairs
Biopharmaceutical International Regulatory Affairs
Construction Management
Digital Photography
Digital Video
Distance Learning
Financial Markets and Institutions
Forensic Accounting
Game Design
Geographic Information Systems
Global Studies and International Affairs
Health Management
Higher Education Administration
Human Resources Management
Information Security Management
Interactive Design
Leadership
Medical Devices Regulatory Affairs
Nonprofit Management
Organizational Communication
Project Management
Remote Sensing
Teaching English to Speakers of Other Languages (TESOL)

Why Northeastern University?

Founded in 1898, Northeastern University is a private research university that is consistently ranked by *Forbes* and *U.S. News & World Report* as a top-tier educational institution.

Known for integrating classroom learning with real-world experience, the University has a longstanding reputation for being an exciting and vibrant place to learn. Our Boston campus is a beautiful, award-winning 67-acre campus of tree-lined walkways and grassy quads set in a dynamic, multicultural city that offers a wealth of academic, social, and recreational resources. For added convenience, the College of Professional Studies offers programs online, allowing students to complete their studies from anywhere in the world.

Accreditation
Northeastern University is accredited by the New England Association of Schools and Colleges, Inc.

Equal Opportunity
Northeastern University is an equal opportunity/affirmative action/Title IX educational institution and employer.

Northeastern University
College of Professional Studies

www.northeastern.edu/cps

50 Nightingale Hall
360 Huntington Avenue
Boston, MA 02115

Appendix 11.b

Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

January 23, 2014

Dr. Joseph E. Aoun
President
Northeastern University
Columbus Place, Suite 620
360 Huntington Avenue
Boston, MA 02115-5000

Dear President Aoun:

I am pleased to inform you that at its meeting on November 21, 2013, the Commission on Institutions of Higher Education considered the fifth-year interim report submitted by Northeastern University and voted to take the following action:

that the fifth-year interim report submitted by Northeastern University be accepted;

that the report regarding Northeastern University's off-campus instructional location at Charlotte, North Carolina be accepted, inclusion of the location within the institution's accreditation be confirmed, and the University's general approval for off-campus locations within the United States be confirmed;

that the University submit a report by March 31, 2014 for consideration at the Commission's April 2014 meeting addressing the areas previously noted in our letters dated June 1, 2011 and May 30, 2012, specifically:

1) an update on the Global Leadership program offered in Melbourne, Australia, with particular emphasis on the University's continued success in achieving its enrollment goals for the program;

2) an update on the Doctorate of Education program offered in Hong Kong and the Bachelor of Science degree completion program offered in Singapore, with particular emphasis on the institution's success in:

   a) using assessment results for program improvement;

   b) publishing information about these programs on the University's public website;

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http://cihe.neasc.org

that the comprehensive evaluation scheduled for Fall 2018 be confirmed;

that, in addition to the information included in all self-studies, the self-study prepared in advance of the Fall 2018 evaluation give emphasis to the institution's success in:

1) using student learning assessment results for improvement;

2) implementing its new hybrid budget model, Responsibility Centered Management (RCM).

The Commission gives the following reasons for its action.

The Commission commends Northeastern University (NEU) for a thorough, well-written interim report that describes progress in addressing the areas of emphasis articulated in the Commission's letter of May 20, 2009 and provides an appropriate summary of developments relevant to each standard since the last comprehensive review.

The Commission is gratified to learn of the progress Northeastern University has made in achieving its goals for research. This includes the establishment of five new centers of Research Excellence, improvements in administrative support for research, and an increase in research funding from $55.5 million in FY2008 to $104.8 million in FY2012 and to more than $98 million for FY2013. We are pleased to learn that the institution is committed to improving the quality of all its research-based doctoral programs and understand that NEU awarded 177 Ph.D. degrees in 2013 compared to 132 degrees in 2011. We understand that the institution has filed its ten-year Institutional Master Plan with the city of Boston as it continues to invest in its facilities, including the Interdisciplinary Science and Engineering Building (ISEB) with a goal for completion in Fall 2016, and redevelopment of current buildings and lots to increase the capacity of student residential, academic, and office space.

We take favorable note that Northeastern University identifies itself in its 2010-2015 Long Range Plan (LRP) as a "student centered university," and that it has experienced increased success in attracting and selecting students with higher academic achievement. Participation by graduate students in the University's century-long signature cooperative education has increased 20% from 2010 to 2012 and placement in global experiential learning opportunities has also increased from 178 in 2008 to 569 in 2013. We note with favor that tenured or tenure-track faculty increased from 667 in 2008 to 752 in 2013, and there has been an increase in total credits taught by the faculty over the past five years; the LRP projects a student to faculty ratio of 13:1.

We commend NEU for a thoughtful reflective essay about student achievement and continued progress on assessment of student learning. We note with favor the implementation of a systematic plan of student learning outcomes and assessment of the NU Core, the undergraduate general education program, during 2012-2017. We are pleased to learn that undergraduate student retention and graduation rates increased from 91% and 75% respectively for the 2008 cohort to 96% and 79% for the 2011 cohort. In addition, graduate student retention increased from 73% for those entering in Fall 2008 to 79% for those entering in Fall 2011. We understand that Northeastern University uses several measures of student success, including an annual survey of undergraduate alumni using the key indicators of employment rates and the quality of student placements after graduation, which range from 79% in the College of Arts, Media and Design to 100% in the College of Computer and Information Science.

The report regarding NEU's off-campus instructional location in Charlotte, North Carolina was accepted, inclusion of the location within the institution's accreditation confirmed, and the University's general approval for off-campus locations within the United States confirmed

because the Commission finds that the University is offering programs at the location in a manner consistent with the *Standards for Accreditation* and relevant Commission policies and has demonstrated its effective oversight of its off-campus locations. We concur with the visiting evaluator that NEU engaged in an inclusive comprehensive planning process for the site, and we are pleased to learn of the "well-integrated, highly responsive set of supports" the University has put in place to assure that students enrolled at the site receive appropriate advising.

The Commission realizes that NEU may not have received our notification letters of June 1, 2011 and May 30, 2012 in sufficient time to incorporate our requests for additional information into its planning for the fifth-year report. Therefore, we ask that the University submit a report for consideration in Spring 2014 that provides the requested updates about the institution's programs in Hong Kong, Singapore and Australia. Please submit four paper copies of your report as well as an electronic copy (single pdf file) to the Commission offices no later than March 31, 2014.

The scheduling of a comprehensive evaluation in Fall 2018 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years. In addition to the information included in all self-studies, we ask that the institution give emphasis, within the Fall 2018 self-study, to two matters related to our standards on *The Academic Program* and *Financial Resources*.

We commend Northeastern University for its progress to develop system-wide assessment plans that incorporate all degree programs, with direction from the Center for Advancing Teaching and Learning through Research, and for the Academic Quality Assurance's Program Evaluation Plan developed by the College of Professional Studies. We are gratified to learn of the University's plans to publish "measurable and meaningful" learning outcomes and to implement learning assessments in all of its undergraduate and graduate programs. We anticipate being apprised, through the Fall 2018 comprehensive evaluation, of the University's success with these initiatives and in using assessment results for improvement. Our standard on *The Academic Program* provides this guidance:

> The institution implements and provides support for systematic and broad-based assessment of what and how students are learning through their academic program and experiences outside the classroom. Assessment is based on clear statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. Assessment provides useful information that helps the institution to improve the experiences provided for students, as well as to assure that the level of student achievement is appropriate for the degree awarded (4.48).
>
> The institution's approach to understanding student learning focuses on the course, program, and institutional level. Evidence is considered at the appropriate level of focus, with the results being a demonstrable factor in improving the learning opportunities and results for students (4.49).

The Commission understands that Northeastern University has developed and implemented a new hybrid budget model that integrates planning, budgeting and evaluation. The hybrid budget includes the Responsibility-Centered Management (RCM) model through which each college receives its own allocation of income and monitors expenses under the authority of its dean. The Fall 2018 comprehensive evaluation will afford Northeastern University an opportunity to demonstrate the effectiveness of its hybrid budget model, in keeping with our standard on *Financial Resources*:

> The institution ensures the integrity of its finances through prudent financial management and organization, a well-organized budget process, appropriate internal control

mechanisms, risk assessment, and timely financial reporting to internal and external constituency groups, providing a basis for sound financial decision-making (9.7).

The Commission expressed appreciation for the report submitted by Northeastern University and hopes that its preparation has contributed to institutional improvement. It appreciates your cooperation in the effort to provide public assurance of the quality of higher education in New England.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Henry Nasella The institution is free to release information about the report and the Commission's action to others, in accordance with Commission policy.

If you have any questions about the Commission's action, please contact Barbara Brittingham, President of the Commission.

Sincerely,

Jean A. Wyld

Jean A. Wyld

JAW/sjp

Enclosure

cc: Henry Nasella
Diane Goldsmith (Evaluator)